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ABSTRACT

The report describes a grammar program designed to reduce structural errors in written tests on non-native students of English. Subjects were 20 college English-as-a-Second-Language (ESL) students of different language backgrounds. The program's objectives were to (1) reduce grammatical errors in the students' writing by 20 percent, (2) improve student's knowledge of grammar, measured by five points in a grammar test, and (3) improve writing quality by 20 percent, as measured by writing assignments, reading journals, and written samples. Writing was evaluated using a holistic rubric and errors were recorded in the researcher's checklist and students' progress charts. Instructional strategies included reading, writing, discussing, analyzing texts, and answering high-level cognition questions to develop grammatical awareness. The first objective was not met, due to the long developmental process of second language learning. The two other objectives were met, with subjects improving their grammatical accuracy and fluency in writing. Substantial appended materials include a letter of consent from the participating students, information charts concerning the target group, graphs and tables presenting the study data, and all the teacher-developed materials used during the implementation. Contains 32 references. (Author/MSE)

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ED 430 393

GRAMMAR IN CONTEXT FOR ESL COLLEGE STUDENTS

By

Zoila Y. Clark

A Practicum Report assignment submitted to the faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science

January, 1999

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Zoila Clark

Abstract

Grammar in Context for ESL College Students.
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Descriptors: Grammar in Context/Grammar Teaching/ESL College Writing/Error Correction in Writing.

This report describes a grammar program implemented by the author to reduce structural errors in written texts of non-native students speakers of English. The target group consisted of twenty ESL college students of different nationalities. The objectives for the program were to reduce grammatical errors in the students' writings by 20%, to improve the students' knowledge of grammar measured in five points by grammar tests, and to improve the quality of writing by 20% as measured by writing assignments, reading journals and written samples. Writing was evaluated with a holistic rubric and errors were recorded in the researcher's checklist and the students' progress charts. Strategies included reading, writing, discussing, analyzing texts, and answering high level cognitive questions to develop grammatical awareness in ESL writers. The first objective was not met due to the long developmental process of language acquisition. The two other objectives were met with the target group improving their accuracy and fluency in writing. Appendixes include a letter of consent from the students, information charts about the target group, graphics and tables showing the results of the study, and all the teacher-made materials used during the implementation.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of others in the field and in the hope that my own work, presented here, will earn similar respect.

Zaida Clark

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Practicum title Grammar in Context for ESL College Students

Student's name Zoila Y. Clark Completion date 12-15-98

Project site Davie-Broward Community College

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print *signature*

Mentor's position at the site ESL Head Department Phone # (954)423-6427

Comment on impact of the project (handwritten):

The project which Zoila undertook provided the opportunity to incorporate practical grammar exercises with a whole language approach. The students reacted favorably because it helped them to see how grammatical structures apply to everyday English usage in contexts outside of the classroom

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CHAPTER I

Purpose

Background

This Practicum was implemented in a community college in Southeast Florida. During the implementation, this college provided undergraduate higher education, certified technical and occupational training, and continuing education courses. This facility offered over 400 programs in its three different locations not only to USA citizens, but also to residents and non-residents seeking better job opportunities and personal enrichment.

The campus consisted of 28 educational facility buildings such as classrooms, laboratories, library, cafeteria, among others. There were two tennis courts, a racquetball court, a baseball field, and seven parking lots. Free rides were offered to students who needed to use the bus system on weekdays. Only a few programs offered classes on weekends.

The enrollment of each term usually had a 9.1 percent increase. However, the teacher to student ratios during this Practicum were from 15:1 to 25:1 in each class. From an enrollment of 21, 370 students ten years ago, there were 40,917 students in the fall of 1998. There were 298 full-time and over 450 part-time faculty members. Almost half the student population was bilingual. About 300

students enrolled in the ESL program that fall before taking college level courses.

The ESL program was created more than ten years ago because of the increase of foreign students in Southeast Florida. These students needed to improve their command of English as well as their basic academic skills. The majority of ESL students were residents. Only 3% of the students were international. Fifty percent were Hispanic, 20% were Haitian, 15% were Asian, and 10% were from the Middle East and Europe. They also belonged to different socio-economic levels. Seventy percent of ESL students belonged to the middle class, 20% to the upper class, and 10% to the lower class.

All students who were non-native speakers of English were required to contact the international student advisor for an appointment in order to register for an ESL placement test that consisted of a writing sample that was evaluated by the assessment committee using a holistic rubric. The number of courses a student required for this program depended on this assessment. The sequence of courses in the ESL program at the time of the implementation is shown in Table 1.

International students on an F-1 visa needed to take 12 credits to maintain their student status. It is important to clarify that students could take credits from another program only if they had passed the College Placement Test (CPT) . ESL courses had been designed to ensure that non-native English students function successfully in college courses taught in English. The department head, a secretary, and 13 faculty members worked together for the success of the

program.

Table 1

Sequence of Courses in the ESL Program - 1998

LEVELS	ORAL COURSES	GRAMMAR-WRITING COURSES	READING COURSES
1	ENS 1201 Phonetics of American English (3 elective credits) 13 lab hrs.	ESL 0181 Introduction to English as a Second Language: Combined Skills (6 elective credits) 13 lab hrs.	ESL 0121 ESL Preparatory Reading (No credits) 13 lab hrs.
2	ENS 1202 Communicative Skills (3 elective credits) 13 lab hrs.	ESL 0281 Introduction to English as a Second Language: Combined Skill II. (6 elective credits) 13 lab hrs.	REA 0004 Basic reading or REA 0006 Reading (No credits) 13 lab hrs.
3		ENS 1341 Composition I (3 elective credits) 13 lab hrs.	
4		ENS 1441 Composition II (3 elective credits) 13 lab hrs.	

Note. The passing grade for any ESL course was C, which was 3.0 points.

The writer of this Practicum was a foreign student teacher concerned about ESL students being deficient in writing when entering college. The writer volunteered to work with a faculty member as an assistant teacher facilitating group activities, providing guidance to students having difficulty in class, and conducting an implementation to a classroom problem throughout the ESL 0181 course.

The writer had been teaching English to Peruvian students for five years before starting this action research: two years in elementary schools, one year in high school and two years in language centers at Peruvian universities. The researcher had also worked as a consultant for a publishing company of ESL books for five months before moving to the U. S. After working as an English teacher at a language center in Florida during the summer, the writer became very interested in language problems faced by non-native English speakers who acquire a second language in a natural way.

Problem Statement

College ESL students that enrolled in ESL 0181, Introduction to English as a Second Language: Co. .oined Skills I, had a high rate of structural errors in written narratives according to a writing placement test sample of the students. The writing assessment committee of the college placed foreign students in one of the four levels of the ESL program after evaluating their writing samples using a holistic rubric (Appendix A, p. 55) . The target group of 20 students was placed

in the first level of the ESL program because 50% of structural errors made their writing difficult to understand since students used the wrong pattern or tense when expressing their ideas. The Level of English Proficiency Test (LOEP), an assessment test mandated by the School Board, had been of no use in placing foreign students in ESL courses because it only evaluated grammar and reading in isolated ways. "Students who scored high in this test could not even write a comprehensible paragraph," commented the head of the writing assessment committee and instructor of ESL 0181, the target level one grammar-writing course (Interview, Appendix B, p. 57). For this reason, he had been trying to combine grammar and writing in his lessons but this was something he was having problems with. The interview supported the need of an implementation in grammar with a holistic approach to language teaching.

The target group needed to improve their writing to a college level in order to enter any of the mainstream courses of their choice. The existence of this problem was documented not only by the interview with the instructor who scored the writing samples with holistic scoring, but also by the students' grades in the ESL program. The students' records at the college showed that eight out of 20 students had taken this basic writing course at least once before this term with different instructors with consistently failing grades. The target group scored: one F, six Ds, one XF, one NG, and one W in ESL 0181. One student had even failed the course three times. Students were also failing other courses from the ESL

curriculum. (Appendixes C, p. 60 & D, p. 63) .

The objective of ESL 0181, a level one course, is to guide the students to the mastery of basic grammar and sentence structure (Appendix E, p. 67) .The academic records showing that almost half of the class was retaking this basic ESL course, showed that students were highly motivated to improve their English and academic skills to study a career in college. When being interviewed, the instructor said that there were several causes to this problem. Students may not have had writing skills in their mother tongue or their jobs may not have required any writing. Another factor could be that they did not know the difference between spoken and written language considering that most of these students acquired English by living in the U. S . Fifty percent of the students worked full-time and took a minimum of six credits. Besides, U. S . residents lived with their families, which meant that students used their mother tongue at home. The characteristics of the target group were compiled from the college student questionnaire. However, students have been referred to by letters (from A to T) in order to maintain their anonymity and most information is expressed in percentages (Appendix F, p. 70) .

The target group consisted of 20 ESL students ranging in age from 18 to 38. There were eight men and twelve women. Seven were of Hispanic origin and spoke different Spanish dialects, five were Haitian but two spoke Creole and three spoke French, four were from the Middle East and spoke either Hebrew, Tamil or

Persian, and one was European and spoke Polish. Twelve students were new to the college, and most students had been living in the U.S. for a period of two years or more. Seven students did not work at all and were taking a heavier course load. Since ESL 0181, Introduction to English as a Second Language: Combined Skills I was a six credit course, the students' course load in the classroom was from six to 17 credits. Students were supposed to complete 13 hours of grammar practice in the lab to pass this course.

The writer, as a non-native English speaker, observed the writing errors of the target group. Incorrect verb endings, grammatical errors and spoken idioms were common in their writings. Moreover, students found difficulty in starting their writing pieces and continuing on target during the writing process.

The socio-economic level of the target group was middle to upper. Fifty percent of the students lived in a house, and only students C and N were on an F-1 foreign visa. International students paid four times more than resident students did. Besides, this course required four books and three folders (Appendix E, p. 67 & F, p. 70) .

Discrepancy Statement

The writer formulated the discrepancy statement as: "Eight out of 20 in the target group have failed ESL 0181 in previous enrollments and all 20 should pass this course."

Outcome Objectives

The proposed objectives were:

1. After 12 weeks of instruction in grammar, the target group's structural errors will decrease from 50% to 30% in both their reading journals and in class-writing samples as measured by the students' progress charts and the researcher's checklist (Appendixes G, p. 73 & H, p. 75) .
2. After 12 weeks of instruction inferring grammatical structures, the target group will increase their scores by five points in a teacher-made grammar post-test compared to a grammar pre-test prior to implementation (Appendix I, p. 97) .
3. After 12 weeks of instruction in grammar, the target group will improve their grammatical structures on a post-implementation teacher-made writing test by 20% compared to a pre-implementation teacher-made writing test using a holistic rubric (Appendix J, p. 101 & K, p. 103) .

CHAPTER II

Research and Planned Solution Strategy

Research indicated that structural errors of ESL college writers often irritated and worried faculty members. ESL instructors needed to teach these students grammar in a way that was reflected in their writing (Reid 1997) .

Research by Packer (1995) focused on improving writing skills in speech-language pathology graduate students through a clinical writing course. This implementation lasted for eight months. The sample consisted of 60 students in the masters program including ESL students. Three classrooms were formed and the students had the same instructor but different clinicians who evaluated their writing samples with one rubric. Enriching strategies were: development of the mechanics of writing via micro-themes and journal writing, provision of samples, discussion, and use of standardized critique forms. Forty reports were evaluated in the process from each student and the average of rewrites was reduced to50%.

The literature in this study supported the fact that writing was a problem for teachers and students at college and university levels. Recommendations included more practice in writing through a required course in the masters program curriculum.

Although not all the expected outcomes in this study were positive, it is clear that writing is a process which develops with guided practice over time. Maxwell and Meiser (1997) , Weaver (1996) , Williams (1998) ,and others have seen writing as a process in their classrooms and they obtained better results when treating the students' writing errors as signs of progress instead of trying to eradicate all of them.

Maxwell and Meiser (1997) advised English teachers to use alternative assessment in order to evaluate the writing process. A holistic evaluation examined a piece of writing as a whole and showed how effective writers were in conveying their ideas as well as evaluating the teaching method being used. A process approach distinguished levels of writing according to audience and purpose considered by student writers. Thus, level one writers wrote generally for themselves, the teacher and their peers. Most writing was in journals or narratives and they were not handed in; the focus was mainly on content in order to develop fluency. Level two writers wrote for the same audience, but this time they did it in different kinds of essays. However, not all errors were noted. Finally, level three writers wrote for an audience outside the classroom through reports and analytical essays. This writing was evaluated not only in organization as in level two, but in word choice, conventions, form and style.

Holistic scoring still predominates today and is generally used with scoring guides or rubrics, as called by Williams. These guides describe what is

expected in each category or level in terms of organization, grammaticality, and other aspects in writing. The components of each category can evaluate only one or two aspects of grammar at a time. In addition, when using a whole approach to writing , check point scales can display the common developmental errors in the writing process.

In the writing process, errors are addressed in the students' writings in the editing stage. According to Weaver (1996) and Bishop (1997) , editing was the perfect moment for a ten-minute mini-lesson in grammar, conventions, style, genre and other aspects of writing. Students needed to see how grammar worked in the context of reading their own writings and that of more experienced writers to see how useful structures were in helping them express their ideas clearly and precisely. It was important that basic writers see the connection of meaning, use, and form of each structure in order to reduce their structural errors. Grammatical terminology given at this stage helped students edit their own writings in cooperative learning. Weaver stated that since grammar books used these grammatical terms, students referred to them once they understood them. She offered some sample mini-lessons that had been really successful in her classes over the past six years.

Burkhalter's study, "Assessing Language Teaching Methods Using a Metacognitive Method" (1996) , pointed out that there was no perfect method to teach grammar. A method was good as long as it accomplished the class

objectives. This study described the traditional grammar method, the sentence combining technique that is part of the functional approach, and the functional-inductive approach, which required more critical thinking than the other two.

Lunsford's article on cognitive development and what he called the learner writer (1979) , was reedited in 1997 to remind us of an interesting strategy in teaching grammar. Lunsford stated that basic student writers needed to learn how to analyze and synthesize principles from their own experience in order to master college material. Students needed to get involved in inferential reasoning by analyzing their own writing and their reading material. She applied this inductive or analytic approach to grammatical concepts by creating problem solving situations that developed the students' grammatical awareness.

Similarly, an organic approach to second language teaching, Nunan (1998) , supported the idea of teaching grammar in the context of reading and writing. Teachers focused on grammatical aspects that were not being mastered by the students but did not expect them to master these concepts just after the lesson or by the end of the course. As Nunan put it, "The organic metaphor sees second language acquisition more like a garden than building a wall. From such a perspective, learners do not learn one thing perfectly, one item at a time, but numerous things simultaneously and imperfectly" (p. 102) .

Nunan's thesis stated that the rate of language growth was determined by the influence of the discoursal environment in which the items occurred, factors

related to speech processing constraints, acquisitional processes, and pedagogical interventions. For this reason, teachers needed to provide students with opportunities to explore grammatical structures in context that show the existing relationships between form, meaning and use. The decisions about form were determined by the meanings learners wanted to convey.

Larsen-Freeman (1997) stated that grammar had three dimensions: Morphosyntax (form) , Semantics (meaning) , and Pragmatics (use) . These dimensions were interdependent and ESL students needed to master all three in order to internalize any grammatical structure. Larsen-Freeman suggested that grammar teaching should focus on conscious raising of grammatical awareness rather than on practice of accurate production.

Ellis (1998) indicated that form focused instruction could improve language development if students followed a five stage model of second language acquisition. During the first stage, students were given comprehensible structured input so that acquisition took place when they took in any new information to their interlanguage system (implicit L2 knowledge) . The explicit instruction that followed this stage could be "direct" by explaining the structure, or "indirect" by enabling learners to discover the structure for themselves.

According to a study with college-level Japanese students, both direct and indirect instruction proved to be equally effective (Fotos, 1994) . However, the invitation to discover rules might have been more motivating especially if

consciousness-raising tasks were performed in groups and students used the target second language to solve the problems they posed.

The next stage in Ellis' model was the production-practice plateau. It lasted for a series of lessons until learners gained the kind of knowledge needed for communication. In the fourth stage, the negative feedback showed ESL learners when a structure was not correct. This feedback was more effective if it took place in meaningful activities. The fact that learners acquired some structures before others, had led many linguists to reject any form-focused instruction in L2.

Such opposition to grammar correction by current theorists in L2 writing is mainly based on problems involving a natural order of acquisition. In this way, Truscott (1996) believed that no one could give effective feedback on grammar because correction that respected the innate sequences of acquisition of each student was unrealistic.

Williams (1998) gave a clear explanation for the grammar-teaching debate. In his view, there was a prescriptive grammar and a descriptive grammar. If grammar was believed to be a set of rules that could be prescribed to organize the parts of speech, grammar could be taught using traditional grammar, phrase structure grammar or transformational-generative grammar. The first method focused on correctness of sentences in a linear analysis of the parts of speech, giving each of these words categorical names derived from the study of Latin. The second method created diagrams to reflect the phrase structure. Finally, the

third, synonymous with of Noam Chomsky, proposed a universal grammar. Thus, all babies were born with a language acquisition device (LAD) and had an innate knowledge of basic universal structures. Language users applied transformation rules to those underlying basic structures in order to generate more complex sentences. Sentence combining was a technique used to teach transformational-generative grammar.

On the other hand, when grammar was used to describe the way people used language, grammar could be more flexible regarding errors. As mentioned by Williams (1998) , Cognitive grammar rejected the rule-governed model of mind and language to replace it with an association model known as "Connectionism" , a term coined by Rumelhart and Mc Clelland (1986) . Cognitive linguists supported the idea that language was governed by patterns of regularity that began establishing themselves at birth. When a person's intention made a phoneme, word or structure became activated in the brain, similar representations in the Psychophysiological Neuro Network were activated, and an incorrect match could occur. According to Williams, "Grammar is a system for describing patterns of regularity that are inherent in language; it is not specifically a theory of language or of mind. Because mental activities are deemed to be imagistic rather than verbal, cognitive grammar does not need an underlying grammatical form for sentences" (p. 146) .

Williams' research suggests that non-native speakers can have more

competing neural connections that result in a scrambling of sentence structure or ungrammatical connections that are acceptable in spoken language. Williams recommended that ESL students receive direct or indirect grammar instruction as an integral part of daily activities such as reading, writing and discussing. This instruction would help them make new associations that are accepted by English native speakers.

Purser (1996) used one of the basic patterns of English, subject-verb-complement (SVC) to have her students fill in a chart with words that matched any proposition they wanted to convey. This cognitive model offered a puzzle chart or visual graphic organizer that students used to discover the many ways they could choose to express their ideas. Students completed their charts over time as they edited their writings. The Nutshell chart became the editing checklist for group or peer revision.

An experienced ESL teacher, Holt (1997) , advised language teachers to change their ways of correcting grammar by using different strategies. For instance, students could direct the correction strategy by underlining the words or phrases they were doubtful about in their papers. Sometimes, only one error could be isolated for correction. Teachers had to read drafts two times in order to be more objective. The first time, the teacher had to focus on content, which helped the teacher tolerate errors that did not interfere with meaning. The second time, the teacher focused on one of two types of errors only, so that students did not

feel discouraged. Comments were important.

A recent method of teaching grammar holistically is Socratic Questioning developed by Koshi (1996) . This method was designed for intermediate and advanced adult ESL students. Koshi suggested that teachers should facilitate the discovery of grammar through the formulation of high level cognitive questions about the L2 structures. This method integrated grammar lessons into reading and writing. There was no grammatical syllabus to be followed because it went from reading for information to learning grammatical structures that conveyed specific information. Materials were authentic expository pieces that served as topics to develop high order cognitive questions about form, meaning, and function, the three language dimensions of language mentioned by Larsen-Freeman in 1989. An awareness of language dimensions helped learners recognize the gap between their interlanguage and the target language.

Koshi also suggested the use of journal entries and group work to encourage self-discipline, self-monitoring, and self-correcting which was part of developing independent critical thinkers. Adult learners needed to receive formal instruction in grammar before they fossilized Morphosyntactic errors, which was common in US residents that remain illiterate.

Reid (1997) explained the roots of fossilization. Errors that came from ear-learning were difficult to eradicate because these mistakes may not have interfered with communication when acquired. Besides, writing for an audience

with different linguistic, rhetorical and cultural expectations was not a simple task. ESL students had limited and sometimes incorrect ideas about English grammar and written communication.

A qualitative study (Shleppegrell, 1998) about what English teachers thought about teaching grammar for writing corroborated the benefit of teaching inductive grammar even in all school subjects. Most teachers believed that thinking about grammar facilitated learning. Moreover, having students work out grammar problems fulfilled their cognitive and affective needs.

In 1995, The North Carolina State Department of Public Instruction redesigned the second language curriculum after collecting empirical data supporting the reading and writing connection. This new curriculum placed grammatical concepts (functions) in the context of reading and writing.

Recent studies like Schleppegrell's (1998) focus on grammar as a resource for writing; that is explaining which grammar resources are functional for specific academic tasks. For instance, science teachers can instruct students in comparison and contrast structures. Beginning writers need to understand the notions of genre (purpose) and register (lexical and grammatical resources), which are the main aspects to be taught when using a functional approach to grammar teaching. The goal of this approach is to introduce grammatical knowledge of functions as tools for writing, instead of waiting for students' production without guidance in writing.

Shuman (1995) supported the thesis that an awareness of how language operated could improve writing. This awareness had to come from early exposure to rich communicative environments. Unfortunately, since people commonly internalized non-standard grammar in their earliest years, formal grammatical knowledge was necessary to develop linguistic awareness in writers.

Mufarej & Abrahamsohn (1997) presented a very interesting technique to improve writing by deconstructing texts to reconstruct them using different grammatical patterns. The objective was to show how sets of meanings could be put in different forms, a variation of the sentence combining technique using a pseudo-cognitive approach. Students analyzed meanings of kernels in contexts and discovered new structures. This study proved to be successful with intermediate and advanced ESL students.

Everyone agrees on the need to increase grammatical awareness. However, the ways suggested by different linguists and educators vary according to their language learning beliefs. It is time teachers start their own action research projects in their classrooms and discover new ways to teach grammar.

Planned Solution Strategy

The writer of this Practicum became an educational researcher that integrated grammar in the context of reading and writing using Holistic Grammar Socratic Questioning (HGSQ), a cognitive approach to language learning. This

cognitive functional approach suggested by Koshi (1996) aims to develop grammatical awareness in ESL adult students and prepares them for college-level critical thinking. Koshi's idea has its roots in Ellis' inductive formal grammar and Williams' cognitive theory of language learning.

The grammar book students bought for the course was used as a resource text and not to introduce the grammar lessons. Since Larsen-Freeman (1997) is the series editor of this text, the book has a functional approach to grammar. Students read *The Rainmaker* by Grisham (1995) , and *The Alchemist* by Paulo Coelho (1994) . In addition, students also used a book by MacGowan-Gilhooly (1996) to develop fluency in writing as described in their syllabus (Appendix E, p. 67) . The grammar aspect was integrated as part of the course.

Students analyzed paragraphs from the target novel to infer meaning, use and form as indicated by Lunsford in her article about cognitive development. Worksheets were prepared by the researcher to present mini-lessons on paragraph analysis that focused on one common structural error in the classroom taken from the students' progress charts (Appendixes G, p. 73 & L, p. 107) . Mini-lessons introduced grammatical terminology as suggested by Weaver (1996) . Moreover, grammar was expected to improve gradually, considering Numan's organic metaphor (1998) . Activities from the 1997 TESOL convention (Mufarej & Abrahamsohn 1997) were used as a model to prepare Paragraph and Sentence

Analysis worksheets using extracts of the student's novels.

Maxwell & Meiser (1997) and Williams (1998) were noted to support the use of holistic assessment and the use of rubrics.

CHAPTER III

Methods

The target group met twice a week from 12:30 p. m. to 3:30 p. m. on Tuesdays and Thursdays for Introduction to English as a Second Language: Combined Skills I (ESL 0181) . The usual methodology used by the instructor was to do a ten minute free-writing activity at the beginning of the class, and then have students work in study groups to comment on their reading journals about *The Rainmaker* before going over their vocabulary questions. After a 20 minute break, students did some guided writing from their fluency book, or they were taught grammar directly before doing exercises from the grammar text. Students also identified a variety of grammatical structures from a page in their novels.

During implementation, the researcher used the grammar text only as a reference book when students needed to complete their progress charts to identify grammatical terminology, or to do some exercises after inferring the structure from a paragraph analysis exercise. This implementation on grammar took place at any time during their class period. Students had one or two fifteen minute mini-lessons during a class period, or none because mini-lessons only took

place when students were having difficulty with the language. For this reason, some mini-lessons were prepared in advance using the common errors students presented in their reading journals. The researcher designed a worksheet called: Paragraph or Sentence Analysis for each grammar topic and used extracts from the chapter students were reading in *The Rainmaker* or *The Alchemist* to do cloze text exercises, sentence combining or any other writing exercises. Material from other sources was used if it led to structure discovering tasks and if the researcher proved students would benefit from it. Students worked in pairs and groups during the analysis to promote cooperative learning.

The planned syllabus of the implementation did not include mini-lessons that could be improvised when students seemed to have difficulties in grammar. Only the first two weeks included sample models in the appendixes of teacher-made material at the proposal stage because every mini-lesson was based on the students' current performance observed according to their progress charts, and on the researcher's checklist (Appendixes G, p. 73 & H, p. 75) . Activities from weeks three to eleven in the proposal varied in order and content because the researcher could not predict the students' grammatical needs since this implementation was based on the students' progress.

Week one - day one:

Mini-lesson one (40 minutes)

Purpose: To obtain the students' consent to start the implementation and to

determine the grammatical problems of the target group.

Materials: A letter of consent to be signed by the students (Appendix O, p. 122) . A teacher made grammar pre-test (Appendix I, p. 97) .

Method: The instructor formally introduced the researcher to the students in the fifth week of classes. For four weeks, the researcher had been an observer in the classroom and had participated in some class activities in order to know the students' language difficulties and see how the target course was taught at the college. First, the researcher elicited the students' ideas about learning grammar in order to discuss the topic. The researcher explained the objectives, methodology and assessment of an implementation in grammar. All students signed a letter of consent to start such an implementation (Appendix O, p. 120) . Afterwards, students took a teacher made grammar pre-test under exam conditions. Instructions were given before starting the test and all students had 30minutes to do the test. Most students said they did not know grammatical terminology when some parts of the test required this information (Appendix I, p. 97) .

Week one - day two:

Mini-lesson two (30 minutes)

Purpose: To determine the grammatical problems of the students' writing.

Materials: A teacher-made writing pre-test (Appendix J, p. 101) .

Method: Students were given a topic to develop in 30 minutes at the beginning of the class. Students usually started the class by free writing for 10 minutes to

improve their fluency.

Mini-lesson three (15 minutes)

Purpose: To analyze a paragraph and infer the use of the simple present tense.

Material: Paragraph Analysis One (Appendix O, p. 122) .

Method: Students got together in their study groups to work on Paragraph Analysis One. Students did each section in their groups by following the instructions in the paper at their own pace. The group leader read the instructions and kept the students on target. The researcher circulated in the classroom checking that students answered and discussed the cognitive questions that would lead them to infer some aspect of grammar. Some students tried to work individually even though they were seated in groups. Group discussions were reinforced by praising students who cooperated with their classmates. When a group couldn't answer a question, the researcher rephrased the question or made other simpler questions so that somebody in the group could come up with the answer. When most groups had finished, the researcher checked answers with the whole class making sure that each student became the spokesperson in his or her group. Students' journals were collected in order to identify the most common errors in the students' writing and prepare the next mini-lesson.

Week two-day three:

Mini-lesson four (15 minutes)

Purpose: To infer the use of the present progressive and contrast it with the

simple present.

Material: Paragraph Analysis Two (Appendix P, p. 127) .

Method: The researcher used the method used in mini-lesson number three. Students got very involved in discussing the used of the simple present and the present progressive. At the end, the researcher asked the students to make a parallel between these verb tenses and the summary was written on the board by eliciting ideas and examples from the students.

Mini-lesson five (10 minutes)

Purpose: To review question formation in simple present.

Material: Gap information worksheets (Appendix P, p. 127) .

Method: Students chose partners to work in pairs. The researcher modeled the activity with one student before students were given the worksheets. Student A needed to ask student B some information about a friend to complete a chart. Student B answered and then asked another question to complete his or her chart, too. Students noticed that they tended to use the auxiliary do for third person singular which was a bad habit.

Week three-day five

Mini-lesson six (10 minutes)

Purpose: To contrast question formation in simple present and present progressive.

Material: Sentence Analysis One (Appendix Q, p. 132) .

Method: Students worked in their study groups as they did in mini-lesson number three. The correct answers were copied on the board and students explained why a certain tense was most appropriate. Students thanked the researcher for making this grammar aspect clear.

Mini-lesson seven (20 minutes)

Purpose: To train students in error correction.

Material: Sentence Analysis Two (Appendix Q, p. 132) .

Method: One incorrect sentence was taken from each student writing pre-test. Most samples were the first sentence of the written piece. The researcher used the overhead projector to display the first sentence and asked the whole class what was wrong with that structure. Students explained how and why the sample sentence should be rephrased. Students were told that it could be possible to have more than one correct answer and that they would find it easier to find their friends' mistakes than their own. Students got into their study groups and were given a worksheet with twenty sentences to analyze. Names of places had been replaced by "X" so that students wouldn't be identified. After fifteen minutes, each group read its alternatives and compared them later with the transparency done by the researcher. Students found this activity very interesting. Most errors required simple past and present perfect. Reading journals were collected to evaluate the students' progress and identify common errors.

Week three-day six

Mini-lesson eight (10 minutes)

Purpose: To introduce the Student Progress Chart

Material: Student Progress Chart (Appendix G, p. 73) .

Method: Students were shown how to use the chart on the overhead projector. After seeing how to record a grammatical error in the chart, students started filling out their own progress charts taking different kinds of errors from journals one to six, which had been corrected during the first week of the implementation. As an assignment, students had to record the errors from journals seven to 20. These charts were filed at the back of their reading journals.

Mini-lesson Nine (20 minutes)

Purpose: To evaluate students' progress in the use of simple present and present progressive.

Material: Grammar Quiz (Appendix Q, p.132) .

Method: Students listened to the instructions carefully before passing the papers. Twenty minutes after, students were told to stop writing and tests were collected.

Week four-day seven

Mini-lesson 10 (15 minutes)

Purpose: To contrast simple past and present perfect

Material: Sentence Analysis Three: Can You Work It Out? (Appendix R, p. 141) .

Method: Students worked in their study groups as in lesson three. Students

unscrambled sentences taken from *The Rainmaker* (p. 277) before analyzing their use. Thus, students were able to see the target structures later in the context of the novel. Students were given their tests back, and the researcher went over the test checking answers with the students by calling on their names in random order.

Week four-day eight

Mini-lesson 11 (15 minutes)

Purpose: To edit students' samples.

Material: Students' samples made in class with their instructor.

Method: Considering that there were twenty students in the classroom, both researcher and teacher conferred with each student after they had edited their writings with their peers. Each student had to read his or her written piece aloud and were asked rhetoric questions or cognitive questions to elicit self-correction. If the student could not correct himself or herself, the researcher would give a brief explanation.

Mini-lesson 12 (10 minutes)

Purpose: To visualize and review different verb tenses in a time frame.

Material: Word-cards with verbs and a graphic organizer to be completed with verb tenses (Appendix R, p. 141) .

Method: Students were given a card with a verb on it. There were 21 cards with seven different verbs in simple past, simple present, and past participle. Thus, students had to stand up and look for the other two members of the group to sit

with them. Students were then told what the graphic organizer was about and asked to fill it out using samples or words that they associated with each verb tense. The sample given used words associated with form, meaning, and use.

Week five-day nine

Mini-lesson 13 (15 minutes)

Purpose: To identify important terms in grammar through cooperative learning.

Material: Paragraph Analysis Three: Identifying Important Terms (Appendix S, p. 144) .

Method: Before handing in the worksheets, students formed groups of three according to the verb card they had. Students had to stand up and walk around the classroom looking for the students who had the same verb but in a different tense. This activity would further integrate the students and promote peer learning later on. Once in their small groups, students looked for more examples of different parts of speech on page 182 of *The Rainmaker*. Then groups compared their answers before checking them as a whole class with the researcher. This activity provoked cooperative learning when students helped one another with the task. Grammatical terms were introduced and used later in the students' progress charts. This helped them use their grammar text as a resource book.

Week five – day 10

Mini-lesson 14 (15 minutes)

Purpose: To review future structures.

Material: Sentence Analysis Four: Expressing Future Ideas (Appendix S, p. 144) .

Method: Students chose a partner and worked in pairs analyzing the meaning implied by each sentence. Students compared their answers with other pairs and then checked them as a whole group. Students wrote a composition about their future expectations and plans and edited their written samples in pairs before they were marked.

Week six – day 11

Mini-lesson 15 (20 minutes)

Purpose: To review verb tenses

Material: Word-cards, a crossword of verb tenses with gap filling information, and a jumble exercise (Appendix T, p. 149) .

Method: Students were given a card with some information in order to form pairs. Each card had a question or an answer. Students who received a question had to walk around the classroom and ask their question to the students that remained seated until a logical answer was given. Students then worked in pairs to complete the crossword with verbs in past tense. Student A had half of the answers, and student B had the other half. Example:

Student A asked student B: "What is number 2 across?"

Student B answered: " It is the past tense of....."

(He/she gave the verb in any other tense or in the infinitive form).

Students that finished had to complete the exercise at the back of the

worksheet. Verbs needed to be spelled in the Past Participle.

Week six – day 12

Mini-lesson 16 (20 minutes)

Purpose: To induce the use of articles.

Material: Paragraph Analysis Four (Appendix T, p. 149) .

Method: Since students had new study groups to read their journals, they stayed in these groups to work on Paragraph Analysis Six. The student leader kept the group on target, and the researcher walked around monitoring the groups. Each group worked at its own pace. Reading journals were collected on this day.

Week seven – day 13

Mini-lesson 17 (15 minutes)

Purpose: To go over the work done in the last mini-lesson and use the Student Progress Chart.

Material: Paragraph Analysis Four and the Student Progress Chart (Appendixes T, p. 149 & G, p. 73) .

Method: Researcher asked students how they felt about the last paragraph analysis worksheet. Some students said they found it easy but some others disagreed because they failed to notice that the passage had no articles. The researcher commented that since most students have problems using articles, they thought it was a well written paragraph. That's why it was important to discuss each question of the worksheet in groups because every student has different

weaknesses in grammar. Students said that the exercise took time, but that is was worth it. Students were then given their journals and worked in pairs filling out their progress charts with their own writing errors.

Week seven – day 14

Mini-lesson 18 (Approximately five minutes per student)

Purpose: To confer with each student individually and to review past forms.

Material: Written samples and Paragraph Analysis Five (Appendix U, p. 155) .

Method: The student read his/her composition aloud to the researcher in order to conduct some self-correction when listening to his/her own speech or when asked for clarification by the listener. The student realized that he/she had to be as clear as possible to convey an idea in a written piece and that grammar is used to edit papers more than it is used to produce writing. Students conferred first with different peers before conferring with the researcher or the instructor. Students completed Paragraph Analysis Five once they finished editing their papers following the steps described in mini-lesson number three.

Week eight – day 15

Mini-lesson 20 (15 minutes)

Purpose: To identify possessive forms and combine sentences.

Material: Paragraph Analysis Six (Appendix V, p. 158) .

Method: Students worked in their new study groups using in mini-lesson three. Students found the second part of the worksheet very interesting. In this part, they

had to combine two or three basic sentences into a more complex structure.

Week nine – day 17

Mini-lesson 21 (15 minutes)

Purpose: To induce the verb agreement rules for count and non-count nouns and to understand the use of demonstratives as referents in narratives.

Material: Paragraph Analysis Seven: Living in Paradise (Appendix W, p. 160) .

Method: Students worked in pairs and first discussed the topic of a cloze poem without filling in the blanks. Then, students filled in the blanks and compared their answers with other pairs before checking them with the researcher.

The researcher asked them later why they used "is" or "are" in certain cases and what "this" and "that" referred to in the poem. Most students used their sense of correctness; however, a few students who knew the rules claimed that in spoken English non-counts could take plural forms even though these forms were incorrect. The topic of double negatives and the use of do/don't with third person singular was also discussed. Students also commented that the use of demonstratives as referents was common in the novels they were reading.

Week ten – day 19

Mini-lesson 22 (15 minutes)

Purpose: To identify the place of certain parts of speech in a written text.

Material: Paragraph Analysis Eight (Appendix X, 163) .

Method: Students worked in their study groups as in mini-lesson number three.

Students had great success in completing this cloze test and enjoyed giving different alternatives for each space and changing a little bit of the story. Students realized that some spaces required a specific part of speech and corrected their peers when they made mistakes by giving the name of the grammatical category that was required to give meaning to the text.

Week 10 – day 20

Mini-lesson 23 (15 minutes)

Purpose: To review structures in past perfect and other verb tenses

Material: Paragraph Analysis Nine (Appendix X, p. 163) .

Method: Students worked in their study groups following the method described in detail in mini-lesson number three. This mini-lesson was requested by student P who commented that the writer used a lot of past perfect in *The Alchemist* and that a review of this tense would be very useful. The rest of the class agreed with this request. Students realized they did not used this tense much in their own writing samples and that it was not used in *The Rainmaker* either. The researcher commented that the past perfect generally appeared in formal writing and that *the Rainmaker* was written in a colloquial style that allowed contemporary slang.

Week 11 – day 21

Mini-lesson 24 (15 minutes)

Purpose: To write the first paragraph of a story.

Material: Paragraph Analysis 10 (Appendix Y, p. 167) .

Method: Students were told to get in groups of three to work on Paragraph Analysis 10. The researcher used the method described in mini-lesson three. After analyzing the paragraph and discussing the questions in the worksheet, students were told to look at the first page of *The Alchemist* and take it as a model. Students had to rewrite an extract from the same novel as if it were the starting paragraph of the story. This made students realize that sometimes their writing was unclear because they did not give enough information to the reader to understand their ideas. Students read aloud their versions of a starting paragraph one by one. When a student was reading, the researcher and the students pretended they did not know the story of the Alchemist, so they interrupted at any time to ask for information that specified characters, setting, time, etc. Students understood that they could not start a paragraph with personal pronouns, possessives, or demonstratives, nor could they start a paragraph without defining a noun that started with a definite article.

Week 11– day 22

Mini-lesson 25 (15 minutes)

Purpose: To review all the verb tenses and parts of speech.

Material: Paragraph Analysis 11 (Appendix Y, p. 167) .

Method: Students were told to sit closer to the person to their right and work on Paragraph Analysis 11. Students shared their answers with other pairs and then commented on them as a whole group with the researcher. Students said that the

exercise was not very easy and that it was a good review before the test. The researcher noticed that students found it easier to fill out spaces with different parts of speech rather than with different verb tenses. The acquisition of a good command of verb tenses seems to be a long process.

Week 12 – day 23

Mini-lesson 26 (20 minutes)

Purpose: To analyze the order of adjectives and general word order.

Material: Word-cards and Sentence Analysis Five (Appendix Z, p. 172) .

Method: The researcher used the word-cards on the board so that the whole class could see a set of words that needed to be unscrambled to form a sentence related to the story of *The Alchemist*. Students discussed a possible order in their groups, and then the spokesperson gave the sentence to the researcher. Students found this task very challenging and tried to guess what the sentence would be as soon as the researcher started to put each word on the board. Then, students worked on Sentence Analysis Five in their study groups as in mini-lesson number three.

Week 12– day 24

Mini-lesson 27 (30 minutes each test)

Purpose: To evaluate the results of the implementation

Material: Post-grammar test and Post-writing test (Appendix I, p. 97 & J, p. 101) .

Method: Students took a teacher-made grammar post-test and a teacher-made writing post-test under exam conditions.

CHAPTER IV

Results

The overall objective of this Practicum was to reduce structural errors in the writing of ESL college students by developing grammatical awareness. Instruction in inferring the meaning, use, and form of structures in texts included paragraph analyses with Socratic questions, cooperative learning in study groups, progress charts, reading journals, written assignments, in-class written samples, and other activities.

Objective one stated that after two weeks of implementation, the target group's structural errors would decrease from 50% to 30% in both their reading journals and in-class written samples. This decrease was measured by the students' progress charts and the researcher's checklist (Appendixes G, p. 73 & H, p. 75) .

The checklist used by the researcher shows the progress of each student in reading journals, writing samples, and tests. Scores were given in letters from A to F. A was excellent, B was very good, C was good, and F was failing. This checklist also shows the frequency of certain errors in journals and in-class written samples. This data helped the researcher prepare a paragraph analysis worksheet for future mini-lessons and assisted in identifying the increase or

decrease of the students' errors throughout the semester. In contrast, the students' progress charts reflected the way students kept records of the errors in their writings. Students analyzed the use of the structures, identified the kind of errors, and corrected their mistakes.

The researcher observed that errors increased and decreased in the target group during the implementation. However, the general tendency was to increase or maintain the same amount of structural errors. It is important to mention that errors after the implementation, errors were more sophisticated than the ones students made at the beginning. Accuracy and fluency improved in all students, so new took the place of the old ones. The only errors that seemed to persist were the ones that are commonly used by non-educated American speakers, such as the use of double negatives, the use of "do" for all pronouns in the present simple tense, and the use of the simple present instead of the simple past. Prepositions that are a matter of collocation and language use were also common errors (Appendix H, p. 75).

Objective one was not accomplished by the time the implementation was over because the acquisition of certain grammatical structures occurs in a spiral process. Weaver (1986) compared the process of learning how to write with the process of learning how to draw. She showed a figure of a man with arms, legs, and hair but no body done by a child one day, then another drawing done by the same child the next day with fingers and feet added to the figure. However,

the third day the figure lost his arms, while gaining another body feature. The figure continued changing day by day for better or worse before becoming complete. Nunan (1998) , also cited in the literature of this study, compared the process of second language acquisition with a growing garden and named this process "the organic metaphor" .

Objective two stated that after 12 weeks, the target group would increase their scores by five points in a teacher-made grammar post-test compared to the pre-test taken prior to the implementation of the study (Appendix I, p. 97) . The researcher applied this test-retest technique for assessment in order to evaluate the awareness of grammatical structures in the students. The test was made up of eight parts with a total of 50 points. The test took 30 minutes under examination conditions, and all instructions were explained before students started the test.

The first part of the test evaluated the use of verb tenses while the second part required knowledge of grammatical terms. The third and fourth parts evaluated word order through unscrambling words and sentence combining. The fifth part required a command of articles within a text, which had some words in bold to be analyzed in parts six and seven. Part six asked for the function and meaning of certain parts of speech according to the context, and part seven asked for the grammatical names of those features. Finally, part eight demanded an understanding of referent words used in written texts.

Seventeen out of 20 students increased their scores in the teacher-

made grammar pre-test by more than five points. Students A, H, K, S, and Q increased their scores by more than twenty points. Only student T showed no improvement at all in the teacher-made post-grammar test (Figure M1 - Appendix M, p. 110) .

The following table shows the number of points by which each student increased or maintained his/her score in the teacher-made grammar pre-test:

Table 2

Extra Points that Denote Improvement in the Grammar Post-test

Students	Extra Points
A	27
B	**4**
C	9
D	7
E	13
F	12
G	12
H	21
I	16
J	18
K	24
L	16
M	10
N	16
O	12
P	7
Q	18
R	**2**
S	24
T	**0**

Note. Three students did not increase their scores by five points in the grammar post-test.

Only 35% of the students got a C passing grade in the grammar pre-test, while scores in the grammar post-test were as follows: 15% A, 55% B, 25% C, and only 5% D, as seen in figures M3 & M5 (Appendix M, p. 110) .

Objective three stated that after 12 weeks, the target group would improve their grammatical structures by 20% on a teacher-made writing test, post-implementation, as compared to a teacher-made writing test, pre-implementation, using a holistic rubric for both tests (Appendix J, p. 101 & K, p. 103) . These teacher-made writing tests took 30 minutes under exam conditions.

Objective three was successfully met by the target group improving its accuracy and fluency in writing. Students' scores in the writing pre-test were increased by 56.25%. Half of the class made Bs, 35% of the students made As, and 15% made Cs in the writing post-test. Only 30% of the students made passing scores of C in the writing pre-test as shown in figures M4 & M6 (Appendix M, p. 110) .

Students' scores were changed to numbers in order to prepare comparative graphic bars. Thus, A became 4, B became 3, C became 2, D became 1, and F became 0 as shown in figure M2 (Appendix M, p. 110) . The researcher also observed that there was a high percentage of low scores in both pre-tests compared to the two post-tests (Figures M3 & M4, M5 & M6 – Appendix M, p. 110) .

The fact that scores were higher in the grammar post-test and the writing

post-test led the researcher to believe that contextualized grammar caused a great improvement in the students' writings. Thus, in order to know if grammar scores relate to writing scores when grammar is taught in the context of writing, the writer made two correlations. A correlation between the pre-test grammar scores with the pre-test writing scores and a correlation between post-test grammar scores and post-test writing scores. Figure 7, a scatter graph, showed that there was more correlation between the post-test scores than there was with the pre-test scores (Appendix M, p. 110) . These results support the literature of this study and confirm that teaching grammar in context does certainly improve writing.

In addition, students who had failed this course one or two times passed successfully this time; such was the case for students B, D, F, H, I, J, and O. Only students M and T failed the course, but they had not previously taken ESL 0181 (Appendixes C, p. 60 & L, p.107 – Table L2) . Students who achieved a greater progress in grammar also progressed in writing (Appendix L, p. 107 – Table L1) .

According to the students' data sheets, students who had a heavier course load, which was the case for students A, B, C, D, G, I, N, Q, and S, improved faster than students who were taking only one or two courses. The fact that some students worked and others did not was not relevant. Students C, L, N, and P, who had been living in the U. S . for one year or less, improved at the same rate as

students who had been in this country for a longer period of time. Students C, N, and P were from the Middle East and Student L was from Haiti. The ESL programs in other countries may have an effect on the knowledge of certain students but this factor was not correlated in the data. Moreover, younger students seemed to develop their writing skills faster than older students, while older students showed a better performance in grammar tests. (Appendixes C, p. 60 & I , p. 107) . For instance, Student G, who was only 19 and new in the ESL program, was promoted to the next level with a recommendation of the instructor. Students M and T, who failed the course, were 38 and 28. Student B's pre-writing and post writing tests have been included in the appendix as a sample of the progress made by an average student of the target group (Appendix N, p. 117) .

The analysis results of this study and the characteristics of the target group show that age, the number of ESL courses in which students are currently enrolled, the number and quality of previous ESL courses taken in their countries, and the students' level of literacy in L1, are variables that should be controlled in a similar study but using an experimental design. More research needs to be done in the teaching of grammar in context to college ESL students.

CHAPTER V

Recommendations

The information gathered in this Practicum shows that the acquisition of accurate grammatical patterns in writing is an ongoing process. The researcher observed that before the implementation, most students' errors were a matter of ignorance. Later on, the errors continued to appear due to developmental constraints, but students were able to do some self-correction when editing their written samples. For this reason, the writer suggests that grammatical aspects that appear as errors in the students' writings should be reviewed over and over in different contexts during the whole ESL program. Specially fossilized errors that do not interfere with oral communication such as the use of the auxiliary "do" for third person singular in simple present tense, the use of double negatives, the omission of "es/s" endings, and the use of verbs in simple past tense. Such errors continued to appear, though in less degree, throughout the whole semester (Appendix H, p. 75) .

Moreover, the researcher's checklist recorded that students' errors became more sophisticated when students were showing progress. Their writing was more fluent and meaningful when they tried to use longer sentences and more complex structures. This explains why errors should not be penalized but understood as

developmental signs. For instance, students G, H, J, N, Q, who showed a great progress in the course, started to make errors when trying to use passive voice, conditionals, comparatives and modals (Appendix H, p. 75).

Since mini-lessons were based on the students' common errors throughout a regular ESL 0181 course, the researcher suggests that the ESL program should consider the following table for the ESL curriculum.

Table 3

Grammatical Aspects that can be Covered in ESL 0181 and ESL 0281

Students' Common Errors	Grammar Mini-lessons taught in ESL 0181	Grammar Mini-lessons for ESL 0281
S. Present	X	X
S. Past	X	X
S. Future	X	
Present progressive	X	
Past progressive	X	X
Present perfect progressive	X	X
Present perfect	X	X
Past perfect	X	X
Adjectives	X	
Articles	X	X
Adverbs	X	X
Prepositions	X	X
Possessive adjectives	X	
Object pronouns	X	X
Gerunds	X	X
Quantifiers	X	
To-infinitive	X	X
Subj. /Verb omission	X	X
Incomplete sentences	X	X
Subject verb agreement	X	X
Punctuation		X
Spelling		X
Conditional 1 - Real		X
Conditional 2 - Unreal	X	X
Plural forms		X
Modals in present & past		X
Passive voice		X
Comparatives		X
Future errors		X

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The researcher recommends that the ESL program teach grammar by preparing paragraph and sentence analysis worksheets using the students' readings and their written samples before doing the grammatical exercises in their books. Students showed progress when they analyzed grammatical structures in paragraphs by answering questions, first about meaning and then about form. By discovering the language rules themselves in discussions and explanations from their peers, students understood that meaning is made clear thanks to the writer's accurate grammar and writing skills in organization, word choice, and punctuation.

It is also suggested that students should be given a grade for completion of their progress charts. This measure was not taken during the implementation of this study and a few students did not become responsible for evaluating their own progress. The progress chart gave students a list of grammatical points they needed to review in the microlab with a sentence maker program. Keeping a record of the students' errors in a checklist was also useful in finding out if there was a natural order in which language structures were acquired as stated in Sthephen Krashen's theory (Williams, 1998).

The researcher also recommends that the teacher-made materials prepared for each level using the students' novels or written samples be filed and shared with other ESL teachers at the facility. Keeping photocopiable material for each level would certainly facilitate any teacher's work, and besides, the material could

be improved. Sets of word-cards, overhead transparencies, and flashcards could also be part of a cabinet of materials that would foster further research in teaching ESL.

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APPENDIXES

APPENDIX A

HOLISTIC COLLEGE RUBRIC:

A COLLEGE-WIDE HOLISTIC PLACEMENT CRITERIA FOR

THE FIFTY MINUTE ESL WRITING SAMPLE

COLLEGE-WIDE HOLISTIC PLACEMENT CRITERIA
FOR
THE FIFTY-MINUTE ESL WRITING SAMPLE

LEVEL 3

1341 RHETORIC: Produces a unified, coherent paragraph which focuses on a main idea and which contains appropriate support

VERB USAGE: Demonstrates reasonably competent usage of verb tenses, in their appropriate sequences, with rare occurrences of shifts, if any

SENTENCE STRUCTURE: Demonstrates usage of simple, compound, complex, and compound-complex structures; occasional fragments, which do not hinder communication, may be present. Employs passive and active voices appropriately and accurately

DICTION: Demonstrates usage of appropriate register for the topic selected. Word choice is relatively consistent with topic. Demonstrates accurate selection of appropriate word forms and parts of speech with occasional errors, none of which impede communication

LEVEL 2

0281 VERB USAGE: Demonstrates basic familiarity with a variety of verb tenses including irregular forms. Errors in verb form may be present but do not interfere with communication.

SENTENCE STRUCTURE: Demonstrates competent usage of simple, compound, and complex sentences (co-ordination and subordination). Sentence strings are related but may not demonstrate awareness of clause and sentence boundaries.

DICTION: Demonstrates competent use of basic parts of speech and word forms such as adjectives, adverbs, possessive adjectives, articles, and count / non-count nouns; occasional errors which can impede communication may occur. Demonstrates generally appropriate word choice.

RHETORIC: Demonstrates a sense of purpose, relative coherence and unity; however, ideas may occasionally veer off into relevant or slightly irrelevant tangential commentaries. Length and development are minimal.

LEVEL 1

0181 VERB USAGE: Demonstrates tense shifts and lack of familiarity with irregular forms. Demonstrates familiarity with only the simple tenses. Tense shifts may be frequent.

SENTENCE STRUCTURE: Sentences are generally short and simple, yet run-ons and comma splices may be frequent.

DICTION: Vocabulary is rudimentary, and no sense of adjustment to register is present. Vocabulary items / inappropriate word forms due to native language interference or cognate misuse may be present.

RHETORIC: Demonstrates sentence strings which are generally flawed in coherence and unity of thought; however, sentences do contain a sense of relevant "topicality." Development is inadequate due to insufficient detail or length.

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APPENDIX B

INSTRUCTOR'S INTERVIEW

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Instructor's Interview

Researcher: Do ESL students have any problems with writing?

Instructor: Yes.

Researcher: What is the major problem?

Instructor: Students' writing is difficult to understand mainly because of the grammar. They mix verb tenses, the word order within their sentences is misleading and sometimes I think they still translating from their languages.

Researcher: How do you teach grammar?

Instructor: We are now trying to incorporate it in reading and writing, but it Is difficult not to end up using traditional grammar.

Researcher: How do you evaluate the students?

We use a holistic rubric. Even the placement test is a 50-minute writing sample that is evaluated by the writing assessment committee. By the way, I am the head of that committee. We have seen that standardized tests that evaluate reading and and writing in isolated ways are not useful at all. For example: We used to place students with the LOEP. Students who scored high in this test could not even write a comprehensible paragraph. That is why we give more

priority to fluency in this course.

Researcher: Do you think you need some help to integrate grammar in this course?

Instructor: Sure. That would be great!

APPENDIX C

STUDENTS' RECORDS:

COLLEGE TRANSCRIPTS OF THE TARGET GROUP

COLLEGE TRANSCRIPTS OF THE TARGET GROUP

ESL 0181 INTRODUCTION TO ENGLISH AS A SECOND LANGUAGE:

COMBINED SKILLS I

STUDENT	TERM	COURSE	GRADE
A	9782	ENS 1201	B
	9782	ENS 0121	A
	9783	**ESL 0181**	**W**
	9891	ESL 0181	
B	8781	ESL 0121	D
	9781	**ESL 0181**	**F**
	9891	ESL 0121	
	9891	ENS 1201	
	9891	ESL 0181	
C	9891	ESL 0121	
	9891	ENS 1201	
	9891	ESL 0181	
D	9671	ESL 0121	D
	9671	**ESL 0181**	**XF**
	9671	ENS 1201	D
	9672	**ESL 0181**	**D**
	9672	ENS 1201	B
	9781	ENS 1202	W
	9782	**ESL 0181**	**D**
	9891	ESL 0181	
E	9891	ESL 0181	
F	9783	ESL 0121	F
	9783	**ESL 0181**	**D**
	9891	ESL 0181	
	9891	ESL 0121	
	9891	ESL 0281	
G	9891	ESL 0181	
	9891	ENS 1201	
	9891	ESL 0121	
H	**9783**	**ESL 0181**	**D**
	9891	ENS 1201	
	9891	ELS 0181	

COLLEGE TRANSCRIPTS OF THE TARGET GROUP

ESL 0181 INTRODUCTION TO ENGLISH AS A SECOND LANGUAGE:

COMBINED SKILLS I

STUDENT	TERM	COURSE	GRADE
I	**9782**	**ESL 0181**	**D**
	9782	ESL 0121	B
	9891	ESL 0181	
	9891	ENS 1201	
J	**9781**	**ESL 0181**	**D**
	9781	ENS 1201	F
	9781	ESL 0121	F
	9891	ENS 1201	
	9891	ESL 0181	
K	9891	ESL 0181	
	9891	ESL 0281	
	9891	ESL 0121	
L	9891	ESL 0181	
M	9891	ELS 0181	
N	9891	ENS 1201	
	9891	ESL 0181	
	9891	ESL 0121	
O	9232	ENC 0020	W
	9341	**ESL 0181**	**W**
	9452	**ESL 0181**	**NG**
	9891	ENS 1201	
	9891	ESL 0181	
P	9891	ESL 0181	
	9891	ESL 0121	
	9891	ESL 0281	
Q	9891	ESL 0181	
	9891	ENS 1201	
R	9891	ESL 0181	
	9891	ENS 1201	
S	9891	ENS 1201	
	9891	ESL 0181	
T	9891	ESL 0181	

APPENDIX D

COLLEGE POLICY FOR GRADES

Grades		*Points*
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
F	Failure	0

The following grades, however, do not affect the grade point average:

Grades		*Points*
I	Incomplete	0
W	Official Withdrawal	0
X	Audit	0
XW	Audit Withdrawal	0
NC	Non-Credit Course	0
NG	No Grade Assigned	0
NR	Grade Not Received	0
S	Satisfactory	0
U	Unsatisfactory	0

Non-Punitive Grades. Grades which do not affect the grade point average are awarded under the following circumstances:

- *I* Incomplete

  An *I* grade may be given in courses where a student in good standing and with documented extenuating circumstances has not completed the required course work by the end of the term. The student should make arrangements to have the *I* changed to a final grade by the instructor (by the agreed upon date) during the next full semester (Summer terms are not considered in this time limit). If no change is initiated during the next full term, the *I* will automatically become an *F* on the student's permanent record. If the course work is completed, resulting in a passing grade, the student's transcript will be amended and final GPA calculated.

- *W* Official Withdrawal

  Florida State Board of Education Administrative Rules, Chapter 6A-14.0301, requires community colleges to adhere to the following procedures relating to the awarding of a *W* for a student withdrawal from a course.
  - The student may withdraw without academic penalty from any course by the mid-point in the semester.
  - The student will be permitted a maximum of two withdrawals per course.
  - Upon the third attempt, the student will not be permitted to withdraw and will receive an *A*, *B*, *C*, *D*, or *F* grade for that course.

- *X* and *XW* Audit

  A student should indicate the desire to audit a course when registering for the class and cannot change from audit to credit after the drop/add period. Up to the end of the withdrawal period, a student may change to audit with the permission of the Faculty member. A student who audits a course must adhere to attendance requirements of the course and, if the Faculty member desires, in-class requirements. No grade will be assigned and no credit will be awarded; however, an audit will count as an attempt. The transcript will indicate a course was audited by listing an *X* grade, but an *XW* indicating withdrawal may be given the student at the discretion of a faculty member for failure to adhere to attendance or in-class requirements of the course. A student may take a course previously audited for credit but may not petition for credit on the basis of the previous audit. The cost for auditing a course is the same as taking it for credit. A department may exclude a course from audit status.

- *NC* Non-Credit Course

  The *NC* is assigned automatically for any zero credit hour course. *NC* is used for continuing education, economic development, lifelong learning, and other classes for which no credit is awarded.

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- *NG* No Grade Assigned

  The *NG* is used to indicate that a student has not satisfied the requirements for a non-credit class. It is also used for certain self-paced courses as well as designated Health Sciences and continuing education classes.

- *NR* No Grade Reported

  The *NR* is assigned by the Registrar's Office in cases where class rolls have not been submitted in time for normal processing of grades.

- *S* and *U* Satisfactory and Unsatisfactory

  The *S* and *U* grades are used only for those courses which have received prior approval through the curriculum review process to award the Satisfactory/ Unsatisfactory grades.

Forgiveness. In accordance with *Florida State Board of Education Adminsitrative Rules*, Chapter 6a-14.0301, a student who has completed a course and desires to improve his/her grade for that course may repeat the course only if he/she has earned a *D* or *F* grade. The number of repeat attempts is limited to two per course. Repetition of a course removes the previous grade from the student's record only for the purpose of calculating grade point average. The original grade remains on the transcript, but only the grade earned in the last attempt is used for caculating the degree grade point average. The State's Articulation Agreement does not allow courses to be repeated for the purpose of changing a student's grade point average after the associate degree has been awarded.

Withdrawal Under Exceptional Circumstances. When a student is required to withdraw from a course after the official drop period, but prior to the midterm date, because of circumstances determined by the College to be exceptional and beyond the control of the student, a 100 percent refund may be approved by the Provost of the campus, Downtown Center Administrator, or the Executive Director of the Center for Health Sciences Education, where the student is enrolled. Such circumstances may include, but are not limited to, serious illness, involuntary call to active military duty, or other emergency circumstances or extraordinary situations.

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APPENDIX E

ESL 0181 SYLLABUS

.ESL 0181 Instructor:
Office: Bld. 2 Rm. 115 Office Phone:

This six-credit beginning grammar/writing course is designed to guide the students to the mastery of basic grammar and sentence structure. Also included are reading and writing assignments to enhance the student's ability to fluently express ideas and concepts in English. Mastery can only be achieved through

A intensive in-class and out-of-class practice. Students are expected to complete all in-class assignments to insure the achievement of the appropriate level of proficiency to move to the next level (ESL 0281). student must pass this course with a grade of "C" or better. Thirteen (13) lab hours are required. The **student's course grade will drop one letter grade if lab hours are incomplete.**

All graded writing assignments will be assigned and done in class to insure validity. The course will include individual and small group assignments. Close contact with the instructor will allow the student to progress with maximum success in the course.

Attendance: Students are expected to attend each class. ***A student is allowed to miss only 6 hours of class time, regardless of whether the absence is excused or unexcused***. If a class is missed, the student is responsible for being prepared for the subsequent class. This means contacting a group member or the instructor to determine appropriate assignments.

Texts: LARSEN-FREEMAN, DIANE CECLE-MURCIA, MARIANNE
THEWLIS, STEPHEN
Grammar Dimensions Form, Meaning and Use
Second Edition Book 3

MCGOWAN-GILHOOLY, ADEL
Achieving Fluency in English

Novels: COELHO, PAULO — The Alchemist
GRISHAM, JOHN — The Rainmaker

Additional Novel to be Announced

Supplies: 3 Pocket folders with internal binder tabs
Plenty of straight-edge notebook paper
Pens and pencils

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Grading Policy: The final grade will be based on the following:

A:	Superior	Reading Journals:	10%
B:	Very Good	Writing Assignments:	40%
C:	Adequate	Grammar, Quizzes:	25%
D:	Inadequate	Final Exam:	25%
F:	Failing		

According to the class needs, Mr. reserves the right to modify this syllabus.

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APPENDIX F

COLLEGE STUDENT QUESTIONAIRE

AND

COMPILED DATA OF THE TARGET GROUP

STUDENT QUESTIONNAIRE

COURSE NUMBER: _____ SEQUENCE: _____
STUDENT NUMBER: _____
FIRST NAME: _____ M.I.: _____ LAST NAME: _____

ADDRESS: _____ APT.: _____

CITY: _____ STATE: _____ ZIP: _____ DATE OF BIRTH: _____ (MM-DD-YY)

TELEPHONE NUMBERS: DAY: (____) _____ EVENING: (____) _____

PLEASE PLACE CHECK MARKS (✓) AND/OR FILL IN THE APPROPRIATE BLANKS BELOW. PLEASE CHECK OFF AND/OR FILL IN ALL THE ITEMS THAT APPLY. **THANK YOU!**

1. Is this your first term at B.C.C? _____ YES _____ NO

2. If you were not born in the continental U.S.A, what city and country do you come from?

_____ (CITY) _____ (COUNTRY)

3. What is your native language? _____

4. How long have you lived in the United States? _____ (YEARS) _____ (MONTHS) _____ (WKS.–IF FEWER THAN FOUR)

5. Have you taken this course before? _____ NO _____ YES If yes, what term? _____

6. If you took this course before, what grade did you receive? ___ ___ ___ ___ ___ ___ ___ ___
A B C D F XF W Not Applicable

7. What was the name of your former instructor for this course? _____
I do not remember. _____ Not Applicable _____

8. How many credits are you taking this semester? _____

9. Do you work? _____ YES _____ NO If you work, how many hours per week do you work? _____

10. What is your present occupation? _____ I am not working now _____

11. What is your career/occupational objective (goal)? _____

12. By what name do you prefer to be called? _____

13. Special concerns you have in this course _____

THANK YOU! ♡XOX♡XOX

COMPILED DATA OF THE TARGET GROUP

Student	Sex	Age	Country	Language	Years In U. S.	0181 scores before Fall 98	Credit Hrs. Fall 98	Work hrs. per week	Job	Obj.
A	M	27	Qatar	Arabic	2	W 97	14	21	Driver	Aviation
B	M	20	Colombia	Spanish	4.3	F 97	17	30	Sales	Pilot
C	M	24	Israel	Hebrew	1	-------	13	-------	--------	Engineer
D	M	29	Srilanka	Tamil	3.3	XF96 D 96 D 97	13	65	Sales	Doctor
E	F	27	Venezuela	Spanish	4	-------	6	40	Waitress	Computer
F	M	29	Cuba	Spanish	2.2	D 97	10	40	Waiter	Accountant
G	F	19	Cuba	Spanish	2.6	------	13	------	-------	Medicine
H	F	25	Cuba	Spanish	3.8	D 97	9	40	Sales	Good job
I	F	20	Brazil	Portuguese	4	D 97	12	------	-------	---------
J	M	20	Honduras	Spanish	5	D 97	9	48	Food runner	Computer
K	F	26	Poland	Polish	2.6	------	10	40	Dealer	Dental
L	M	24	Haiti	Creole French	1.11	------	6	35	Pool attendant	Learning
M	M	38	Peru	Spanish Serbo-Croatian	1	------	6	40	Consult-ant	Banking
N	F	21	Israel	Hebrew	0.6	------	13	-----	---------	Business
O	F	24	Haiti	French	5	W 93 NG 94	9	-----	---------	---------
P	F	28	Iran	Persian	1.4	------	10	32	Cashier	Nursing
Q	F	26	Haiti	French	10.1	------	12	42	?	Pharmacy
R	F	18	Brazil	Portuguese	4	------	9	-----	---------	Dermatolo-gist
S	F	21	Haiti	Creole	3.7	-------	12	40	Cashier	Social Worker
T	F	28	Haiti	Creole	2.6	-------	6	------	----------	----------

APPENDIX G

STUDENT PROGRESS CHART

STUDENT PROGRESS CHART

J #	CORRECTION	MEANING-USE	LOOK FOR
1	Sara works on Saturdays.	Habitual action Sara is at work every Saturday.	Simple present

APPENDIX H

RESEARCHER'S CHECKLIST

Student A

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	D	C	Grammar: 10/50=D Writing: F			-S. Past -No fluency -Articles -Incomplete sentences -S. Present -Gerunds -Plural forms -Spelling -Unclear message
7-20	C	C		75%=C		**-S. Present** -Poor fluency -Prepositions **-Articles** -Adjectives -Verb omission **-Spelling** **-Unclear message**
21-34	C	C				**-S. Present** -Better fluency -Possessives -Present Progressive **-Spelling** **-Verb omission** **-Articles** **-Adjectives** -Subject omission **-Preposition** -Past Progressive -To-infinitive -S. Past **-Unclear message**
35-47	C	C				**-Adjectives** **-Better fluency** **-Prepositions** **-To-infinitive** **-S. Past** **-Articles** **-Possessives** **-Verb omission** **-S. Present** **-Present Progressive** -Adverb position
48-60	C				Grammar: 37/50=B Writing: B	**-Possessives** **-Better fluency** **-S. Past** **-Adverb position** -Verb tenses mixed **-Past Progressive** -Modals **-Spelling** **-Prepositions** **-Verb omission** -Past Perfect **-To-infinitive**

Student B

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests Quiz Post-tests	Errors & Fluency
1-6	A	B	Grammar: 29/50=C Writing: C	-S. Past -Poor -Punctuation fluency -Adjectives in –ing -Possessives -To-infinitive -Verb + verb-ing
7-20	A	B	93%=A	-Subj. –Better Omission fluency -Reflexive pronouns -Articles -Present Perfect **-To-infinitive** -Verb omission **-S. Past** -S. Present -Demonstratives -Object pronouns -Modals -S. Future -Plural forms -Prepositions
21-34	B	A		**-Prepositions -Better** **-S. Past fluency** **-Present Perfect** -Conjunctions over used
35-47	B	C		**-Prepositions** -Good **-To-infinitive** fluency -Incomplete ideas -Verb choice -Would-past habit **-Present Perfect** **-Subject omission** **-S. Past** **-Plural forms** **-Articles** -Past Perfect **-Possessives** -Subject/verb agreement **-Punctuation** **-Conjunctions over used** **-Verb omission** -Nouns vs. Verbs
48-60	A		Grammar: 33/50=B Writing: A	**-Prepositions -Good** **-Verb choice fluency** **-Modals** -Comparatives

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Student C

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	B	C	Grammar: 25/50=C Writing: D			-S. Present -Poor -Spelling fluency -Prepositions -Possessives -S. Past
7-20	B	C		83%=B		**-S. Past -Poor** -S. Future **fluency** -Verb omission **-Prepositions** **-S. Present** **-Spelling**
21-34	B	B				**-Spelling** -Better -Adjective fluency **-S. Present** **-Verb omission** -Present Progressive **-S. Future** **-Prepositions** -Articles
35-47	A	C				**-Articles** -Good **-Spelling** fluency **-Prepositions** -Conditional I **-Present Progressive** **-S. Present** **-S. Past** -Possessives -Verb omission -Present Perfect -Plurals -Noun omission -Subject/verb agreement
48-60	B				Grammar: 34/50=B Writing: B	**-Spelling -Good** **-S. Present fluency** -Verb tenses mixed **-Possessives** -Superlatives **-Prepositions** -Conditional 2 -To-infinitive **-Plurals**

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Student D

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	B	C	Grammar: 18/50=D Writing: I			-S. Present -Poor -Articles fluency -Punctuation -S. Past -Prepositions
7-20	B	D		78%=C		**-S. Present -Poor** **-Articles fluency** -Present Progressive -S. Future -Verb omission -Present Perfect
21-34	C	B				**-Articles** -Better **-Prepositions** fluency -Subject omission **-Verb omission** -Word choice -Demonstratives -Possessives **-S. Future** -Unclear meaning **-Punctuation** -Over use of conjunctions -Gerunds **-S. Present** -Adverbs -Much vs. Many **-S. Past**
35-47	C	B				**-Articles -Better** **-S. Past fluency** **-Verb omission** -Present Perfect -Object omission -Verb agreement **-S. Present** **-Prepositions** -Passive Voice -Comparatives -Verb choice -Spelling **-Possessives** **-Present Progressive** **-Gerunds** -Adjectives **-Adverbs** -Demonstratives -Past Progressive **-S. Future** **-Subj./Verb omissions** -Unclear message
48-60	C				Grammar: 25/50=C Writing: B	**-Articles -Better** -Past Perfect **fluency** **-Unclear message** -Past Perfect Progressive -Missing words -Verb tenses are mixed

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Student E

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests Quiz Post-tests	Errors & Fluency
1-6	B	B	Grammar: 21/50=C Writing: D	-Past perfect -Poor -S. Past fluency -Articles -To-infinitive
7-20	C	C	83%=B	**-S. Past** **-Poor** -To-infinitive **fluency** -S. Present -Present Perfect -Object pronoun omission -Adjectives -Subject omission -Prepositions
21-34	C	A		**-To-infinitive** -Better **-Adjectives** fluency -Gerunds -Prepositions **-Articles** **-S. Past** **-Object pronoun omission** -Subject omission -Possessives -Spelling
35-47	B	C		-Past Perfect **-Better** Progressive **fluency** **-Subject omission** **-Present Perfect** **-Prepositions** **-Adjectives** **-Object pronouns** -Determiners **-Gerunds** -Plural forms -Verb choice **-Possessives** **-Spelling** **-S. Past** -Subject/verb agreement
48-60	C		Grammar: 34/50=B Writing: B	-Incomplete **-Better** sentence **fluency** **-S. Present** **-Spelling** -Omission of prepositions, objects and subjects -Verb + preposition -Over use of "The" **-Prepositions** **-Articles** **-Plural forms** -Modals **-S. Present** **-S. Past** **-Present Perfect**

Student F

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	A	C	Grammar: 18/50=D Writing: F			-S. Present -Poor -Punctuation fluency -Spelling -Would –past habits -To-infinitive -S. Past -Future Perfect -Double negative -Present Progressive
7-20	A	C		75%=C		-Spelling -Better **-S. Present** fluency **-S. Past** -Possessives -Articles -Present Perfect -Adjectives -Conjunctions -Object pronouns -Preposition + ing -Subject omission
21-34	B	B				-Conditional 2 **-Better** **-Spelling fluency** **-Present Progressive** -S. Future **-S. Present** **-Adjectives** -Intensifiers -Past Perfect -Prepositions -Gerunds **-Articles** **-S. Past** -To-infinitive
35-47	B	C				**-S. Past -Better** **-Articles fluency** **-Object pronouns** **-Present Perfect** -Adverb position **-To-infinitive** **-Possessives** **-S. Present** **-Prepositions** **-Adverbs** **-Past Perfect** **-Spelling**
48-60	B				Grammar: 30/50=B Writing: B	**-S. Present -Better** **-Spelling fluency** -Comparatives **-Conditionals 1** and 2 **-Prepositions**

Student G

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	C	A	Grammar: 29/50=C Writing: C			-Spelling -Poor -Punctuation fluency -Conjunctions
7-20	B	A		85%=B		-Articles -Better -S. Past fluency -Plural forms -S. Present -Verb choice -Object pronouns
21-34	B	A				**-Articles -Better** **-S. Past fluency** -Word order -To-infinitives **-Verb choice** -Present Perfect -Adjectives **-S. Present** **-Object pronouns**
35-47	A	A				**-S. Past** -Good -Gerunds fluency -There is/are **-Plural forms** **-Verb choice** -Adverbs **-To-infinitive** -Past Participles -Modals -Prepositions
48-60	A				Grammar: 41/50=A Writing: A	-Past Perfect -Excellent **-Modals** fluency **-Past Participles** **-Prepositions** **-S. Present** -Possessives -Subject omission -Subject pronouns

Student H

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	A	C	Grammar: 19/50=D Writing: C			-S. Past -Poor -Articles fluency -Subject omission -Would-past habits -Adjectives -Punctuation -S. Present -Prepositions + verb-ing -Conjunctions -To-infinitive
7-20	A	C		90%=A		-Possessives -Better **-Prepositions** fluency **+ verb-ing** **-Articles** -S. Present -S. Future **-Adjectives** -Word order -Object pronouns -Present Progressive **-S. Past** **-Subject omission** -Gerunds -Double negatives
21-34	B	B				**-Adjectives -Better** -Quantifiers **fluency** **-Present Progressive** **-To-infinitive** **-Subject omission** -Connectors -Prepositions **-S. Past** -Verb omission -Subject pronouns **-S. Future** **-S. Present** **-Object pronouns**
35-47	B	B				**-S. Present -Better** **-To-infinitive fluency** -Present Perfect **-Prepositions** -Spelling -Possessives -Conditional 2 **-S. Past** -Adverbs **-S. Future** **-Articles** **-Verb omission** -Past Perfect **-Subject omission**
48-60	C				Grammar: 40/50=A Writing: B	**-Gerunds** -Good **-Adjectives** fluency **-Adverb position** **-Subject omission** **-Verb omission** **-Prepositions** -Verb tenses mixed

Student I

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	C	C	Grammar: 16/50=D Writing: D			-S. Present - No -Punctuation fluency -Possessives -Spelling -Prepositions -Subject omission
7-20	B	C		85%=B		**-S. Present** -Poor -S. Past fluency **-Prepositions** -Gerunds -Present Progressive -Adjectives -Adverbs -S. Future -Verb omission
21-34	B	B				**-S. Past** -Better -To-infinitive fluency -Conditional 2 **-S. Present** **-Prepositions** **-Subject omission** **-Verb omission** **-Adjectives**
35-47	B	B				**-Adverbs** -Good **-To-infinitive** fluency **-Subject omission** **-Verb omission** **-S. Future** **-Present Progressive** **-Prepositions** -Singular/plural -Articles **-S. Past** -Past Perfect
48-60	B				Grammar: 32.50=B Writing: A	**-Subject** -Good **omission** fluency **-Spelling** **-Articles** -Comparatives **-Prepositions** **-S. Present** -Present Perfect **-Verb omission** -A few sentences need rephrasing

Student J

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	B	B	Grammar: 18/50=D Writing: C			-Spelling -Poor -S. Present fluency -Adjectives -Punctuation
7-20	C	C		83%=B		**-Spelling** **-Poor** -Object **fluency** pronouns **-Punctuation** -S. Past -Articles **-S. Present**
21-34	A	B				**-Spelling** -Better -Gerunds fluency -Identification of subject by over use of pronouns -To-infinitive **-S. Present** **-Adjectives** -S. Future **-S. Past** -Plural forms **-Articles** -Present Perfect
35-47	A	A				-Verb omission -Good **-S. Present** fluency **-Spelling** -Counts/non-counts -Much/many -Adjectives **-Punctuation** -Possessives -Conditional 2 -Subject omission
48-60	A				Grammar: 36/50=B Writing: A	**-Spelling** -Excellent -Personal fluency pronouns vs **Object pronouns** **-Gerunds** -Adverbs **-Present Perfect** **-Simple Present** **-Punctuation** **-S. Future** -Subject/verb agreement

Student K

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests Quiz Post-tests	Errors & Fluency
1-6	A	C	Grammar 07.50=F Writing D	-Articles -Poor -S. Past fluency -Verbs + ing form -S. Present -Prepositions -Punctuation -Spelling -Possessives -Adjectives -Past Progressive
7-20	A	B	78%=C	**-S. Present** -Better -Present fluency Perfect **-Articles** -Would-past habits -Gerunds -Present Progressive **-Prepositions** **-Possessives** -Passive voice -Subject omission **-S. Past** -Conditional 1
21-34	A	A		**-S. Past** **-Better** **-S. Present** **fluency** **-Prepositions** **-Spelling** **-Present Progressive** -Connectors **-Possessives** -Plural forms -Reflexive pronouns **-Past Progressive** **-Articles** **-Adjectives** -Demonstratives -Quantifiers -To-infinitive
35-47	B	B		**-To-infinitive** **-Better** **-S. Past** **fluency** -Verb omission **-Prepositions** **-Articles** -Past Perfect **-Past Progressive** **-Possessives** **-Plural forms** -Adverbs -Verb omission **-Present Perfect** **-Gerunds** -Double negatives **-Quantifiers** **-Subject omission** **-Reflexive pronouns** -S. Future **-S. Present**

Journal Number	Journal Grade	Sample Grade		Errors & fluency
48-60	B		Grammar: 31/50=B Writing : B	**-Articles** -Good -Object fluency pronouns **-To infinitive** **-S. Present** **-Double negatives** -Verb + preposition **-Spelling** **-Adverbs** -Verb tenses are mixed **-Present Perfect** **-Adjectives** **-S. Future** **-Past Progressive** **-Conditional 1** **-S. Past** **-Possessives** **-Present Progressive** **-Subject omission**

Student L

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	B	C	Grammar: 13/50=D Writing: F			-Possessives -Poor -Articles fluency -Past Progressive -S. Past -S. Present -S. Future -To-infinitive
7-20	B	C		70%=C		**-Past Progressive -Poor fluency** -Prepositions -Verb omission **-S. Past** **-S. Present** -Subject/verb agreement -Plural forms -Punctuation -Object pronouns
21-34	B	B				-Past Perfect -Better **-S. Past fluency** **-Possessives** **-Past Progressive** -Singular/**plural** **-S. Present** **-Prepositions** **-Object pronouns** -Verb tenses mixed -Verb choice
35-47	C	B				**-Plural forms -Better** **-Prepositions fluency** **-S. Present** **-Verb omission** -Adjectives **-Possessives** **-S. Future** -A few sentences need to be rephrased **-Articles** **-S. Past** -Present Perfect -Adverbs
48-60	B				Grammar: 29/50=C Writing: B	-Word choice **-Better** **-Verb fluency** **omission** -Subject omission **-Prepositions** -Incomplete sentences **-S. Present** **-Adverbs** **-Past Progressive** -Modals -Past Perfect **-S. Present** -Passive voice -Gerunds **-Prepositions** **-S. Past** **-Articles** -Conditional 2

Student M

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	C	C	Grammar: 16/50=D Writing: F			-Verb omission -Simple Present -Prepositions -No fluency
7-20	C	C		63%=D		-Present Perfect -S. Present -Present Progressive -To-infinitive -Possessives -Subject omission -S. Future -Incomplete journals **-No fluency**
21-34	D	C				-Articles **-Prepositions** **-To-infinitive** **-S. Present** -Sentences need to be rephrased **-Subject omission** **-Verb omission** **-Incomplete journals** **-No fluency**
35-47	C	D				**-To-infinitive** -Prepositions -Word choice **-Articles** **-Verb omission** **-Subject omission** **-Sentences need to be rephrased** -S. Past -Subject pronouns -Poor fluency
48-60	C				Grammar: 26/50=C Writing: C	-Object pronouns **-Sentences need to be rephrased** **-Subject omission** **-Possessives** **-Articles are over used** **-Verb omission** **-Poor fluency**

Student N

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	A	B	Grammar: 27/50=C Writing: C			-S. Past -S. Present -Spelling -Punctuation -Articles -Poor fluency
7-20	A	B		90%=A		**-S. Present** **-S. Past** **-Spelling** -Adjectives **-Articles** -Adverbs -Passive voice -Past Progressive -Present Progressive -Better fluency
21-34	B	A				-Subject pronouns -Possessives **-S. Present** -Spelling **-Articles** -Plural forms -Subject omission -S. Future -Present Perfect **-Passive voice** **-Punctuation** **-S. Past** -Verb omission -Good fluency
35-47	B	B				-Gerunds **-Adverbs** **-Spelling** -Comparatives -Conditional 2 **-Present Perfect** -Word choice **-Subject omission** -Prepositions **-Articles** **-Good fluency**
48-60	B				Grammar: 43/50=A Writing: A	**-Spelling** **-Passive voice** **-Prepositions** **-Conditionals** 1 and **2** -Excellent fluency

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Student O

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	C	C	Grammar: 09/50=F Writing: D			-S. Present -No fluency -S. Past -Possessives -Most sentences need rephrasing -Verb omission -Punctuation -Prepositions
7-20	B	B		75%=C		-To-infinitive -Poor **-Possessives** fluency **-S. Present** -Spelling -Adjectives -Articles **-Punctuation**
21-34	B	B				**-Punctuation** -Better -Prepositions fluency -A few sentences need rephrasing
35-47	C	B				**-Prepositions** **-Better** -Incomplete **fluency** sentences **-Adjectives** -Plural forms **-Articles** **-S. Present** **-Verb omission** -Gerunds **-S. Past** -Word choice **-Possessives** -Conditional I **-A few sentences need rephrasing**
48-60	C				Grammar: 21/50=C Writing: C	**-Possessives** **-Better** **-Adjectives** **fluency** **-Plural forms** **-Spelling** -Object pronouns **-Prepositions**

Student P

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	B	B	Grammar: 27/50=C Writing: D			-S. Present -Spelling -S. Future -Prepositions -Poor fluency
7-20	A	B		90%=A		-Subject omission -Verb omission **-S. Present** -Plural forms -Articles **-Prepositions** -Possessives -Adjectives -Present Progressive **-Poor fluency**
21-34	B	B				**-S. Present** **-Articles** **-Prepositions** -Object pronouns -Adverbs -To-infinitives **-Possessives** -Gerunds -Better fluency
35-47	A	B				**-Articles** -Conditional 2 -Demonstratives -Present Perfect -Modals -Word choice **-Object pronouns** **-Plural forms** -Past Progressive **-Adverbs** **-Prepositions** -Past Perfect **-Better fluency**
48-60	B				Grammar: 34/50=B Writing: B	**-Articles** **-Object Pronouns** **-Gerunds** **-Word choice** -Adjectives with ing **-S. Present** -Good fluency

Student Q

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	B	C	Grammar: 13/50=D Writing: C			-S. Past -S. Present -Punctuation -Prepositions -Poor fluency
7-20	B	B		73%=C		**-S. Present** -Spelling -Word order -Subject omission -Possessives **-S. Past** -To-infinitive -Verb omission -Articles -Present Perfect **-Punctuation** -Better fluency
21-34	B	B				-Present Perfect **-To-infinitive** -Adverbs -Past Perfect -S. Future **-Subject omission** **-S. Present** **-S. Past** -Conditional 2 -Subject/verb agreement **-Better fluency**
35-47	B	B				**-Present Perfect** -Modals **-Articles** **-Subject omission** **-Verb omission** -Prepositions -Past Perfect **-Conditional 2** -Present Progressive -Object pronouns -Adjectives -Possessives **-S. Present** -Present Perfect Progressive -Good fluency
48-60	B				Grammar: 31/50=B Writing: A	**-Subject omission** **-S. Present** **-Spelling** **-Object Pronoun** -Gerunds **-S. Present** **-Modals** **-Verb omission** **-Subject omission** **-Prepositions** **-Present Perfect Progressive** **-Good fluency**

Student R

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	B	C	Grammar: 23/50=C Writing: F			-Word choice -Poor -Spelling fluency -S. Present -S. Future -Gerunds -Past Progressive -S. Past -Too much slang
7-20	C	C		88%=B		-Object -Better pronouns fluency **-Too much slang** -unreadable hand- writing
21-34	C	C				-Terrible **-Better** handwriting **fluency** -Simple Present -Verb omission **-Too much slang** -Prepositions -Possessives **-S. Past** **-Spelling** -Adjectives -To-infinitive -Negative forms -Present Perfect -Articles -Verbs + ing form
35-47	C	C				**-S. Present** **-Better** **-Verb** **fluency** **omission** **-Prepositions** **-Articles** -Adverbs **-Adjectives** **-Spelling** **-Present Perfect** **-To-infinitive**
48-60	C				Grammar: 25/50=C Writing: A	**-S. Present** **-Better** **-Prepositions** **fluency** **-Spelling** -Punctuation -Subject omission

Student S

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	B	B	Grammar: 11/50=D Writing: D			-S. Past -Poor -Spelling fluency -S. Present -Prepositions -Possessives
7-20	C	B		68%=D		**-S Present** -Poor -S. Future fluency -Present Progressive **-S. Past** **-Prepositions** -Object pronouns -Articles **-Spelling**
21-34	C	B				-Modals -Better **-S. Past** fluency -Noun vs. Verb -Present Perfect -Plural forms **-S. Present** **-Spelling** -Verb omission -Object omission -Subject/verb agreement - Adjectives **-Possessives** **-Articles** -To-infinitive
35-47	C	C				**-Adjectives** **-Better** **-Articles** **fluency** **-To-infinitive** -Plural forms -Word choice **-Verb omission** **-S. Future** **-Present Perfect** **-S. Present** -Double negatives **-S. Past** -Double verbs -Past Perfect **-Prepositions**
48-60	C				Grammar: 35/50=B Writing: B	-A few **-Better** sentences need **fluency** rephrasing **-Prepositions** **-To-infinitive** -Subject omission **-Adjective** -Adverb **-Present Progressive** **-S. Future** -Present Perfect Progressive -Gerunds -Subject omission -Verb omission

Student T

Journal Number	Journal Grade	Sample Grade	Tests Pre-tests	Quiz	Post-tests	Errors & Fluency
1-6	B	C	Grammar: 10/50=D Writing: F			-S. Past -No -Punctuation fluency -Verb omission -Copies parts of the novel
7-20	C	C		55%=F		**-S. Past** -Poor -S. Present fluency -Articles -Personal pronouns
21-34	B	B				**-S. Past** -Better **-Verb omission** fluency -Word choice -Prepositions **-S. Present** -Adjectives
35-47	C	C				**-S. present** **-Poor** **-Articles** **fluency** **-Verb omission** **-Adjectives** **-S. Past** -Incomplete journals
48-60	C				Grammar: 10/50=D Writing: C	**-S. Past** **-Poor** **-S. Present** **fluency** -Present Progressive -Present Perfect -Subject omission -Adverbs **-Prepositions** **-Word choice** **-Adjectives** -S. Future -Spelling -Can not express an opinion

APPENDIX I

TEACHER-MADE GRAMMAR PRE-TEST

AND POST-TEST

GRAMMAR TEST

NAME : _____ DATE : _____
COURSE: _____ SCORE: _____

I.SELECT THE APPROPRIATE FORM OF EACH VERB IN PARENTHESES

Robert (1) _____ (be) really worried. Right now, most students (2) _____ (register) for their fall courses, but he (3) _____ (can-negative). The computer (4) _____ (say) that Robert (5) _____(owe) the college $6,000 for last semester. He (6) _____(know) that his father (7) _____ (pay) that tuition bill last year! What (8) _____ (shall) Robert do? The registrar (9) _____ (ask) for a copy of the cancelled tuition check. Robert (10) _____ (call) his father later tonight. He (11) _____ (tell) his father he would be calling tonight. He (12) _____ (hope) that his father (13) _____(keep) good records.

II.NAME THE TENSE FORM OF EACH VERB ABOVE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

III. PUT IN ORDER

1. cookies – made – grandma – just - soft – has – Greek – delicious

_____

2. at – to – will – table – them – the – sit – enjoy – everyone

_____

3. teacher – should – my – me – she – for – some – give

_____

IV. COMBINE THESE SHORT SENTENCES TO MAKE MORE ELABORATE ONES

1.Our new car is very economical. It is a small compact model.

_____

2.We were able to assemble the bicycle ourselves. We followed the directions carefully.

_____

3.Jogging is good exercise. Swimming is good exercise. Biking is good too.

_____

V. COMPLETE USING: A OR THE

There is _____town in **Italy** called Pompeii. It stands **near** _____ volcano. In 79 AD _____ volcano **erupted** and it destroyed _____ town. It killed **nearly** all _____ people who lived **there**.

VI. ANALYSE WHAT IS THE FUNCTION OF THE WORDS IN BOLD IN THIS PARGRAPH. DESCRIBE THEIR USE OR MEANING IN THE PARAGRAPH

ITALY _____
NEAR _____
ERUPTED _____
NEARLY _____

VII. NOW WRITE THE GRAMMATICAL NAME OF THESE WORDS

ITALY _____
NEAR _____
ERUPTED _____
NEARLY _____

VIII. WHAT DO THE WORDS IN BOLD REFER TO?

EX: Let me make **this** clear: No cheating!

1. Many people left the play early. **This** made the actors angry.
2. Louise said that she left her job because she wanted more free time. **That** doesn't sound correct to me.

Adapted from: Help with grammar 1 by W. Forsyth & S. Lavender (p. 36).
Grammar dimensions 3- wk by K. Flynn (p. 1).

APPENDIX J

TEACHER-MADE WRITING TEST

PRE AND POST IMPLEMENTATION

WRITING TEST

Write a composition with the following title: "Reflections on Learning English." Think about how you were taught English in your country and any ESL courses you have taken so far in Florida. What do you think helps you improve your English? Consider the four language abilities: Listening, speaking, reading, and Writing. How long have you been learning English? What about the daily use of language and the classes you have taken? Describe how you best learn a language. What activities did you enjoyed most and found them very useful? Why? Which ones were boring or difficult? Explain why. Give suggestions to improve ESL courses according to your own experience. Express your opinion freely. This is an opinion essay to evaluate your English. Please revise carefully your paper once you finish writing it.

APPENDIX K

HOLISTIC RUBRIC FOR WRITING SAMPLES AND READING JOURNALS

AND

CHARACTERISTICS OF ESL 0181 WRITING

Researcher's Rubric for Written Samples and Reading Journals

Score A

-Very fluent writing that is easy to understand because of a good command of grammatical structures.

-It may have very few grammatical errors but they do not disturb the reader.

-Ideas are organized in complete sentences and logical sequence.

-Opening paragraph defines subjects and usually gives details of setting, events and time.

-It is very interesting.

Score B

-Fluent writing that is easy to understand because it shows there is a command of grammatical structures.

-It may have a few grammatical errors but they do not disturb the reader too much.

-Ideas are organized but very few sentences can be incomplete. There is a logical sequence.

-Opening paragraph defines subjects and might lack two of the following: setting, events or time.

-It is interesting.

Score C

-Fluent writing that is understood because of a certain command of grammatical structures.

-It may have some grammatical errors but they do not stop the reader from understanding the piece.

-Ideas are organized in a logical sequence but a few sentences can be incomplete.

-Opening paragraph defines subjects but gives a vague idea of setting, events or time.

-It is not very interesting.

Score D

-Writing is very short and can not be understood because of structural errors.

-Grammatical errors can stop the reader from reading.

-Ideas are not clear and sentences can be incomplete.

-Opening paragraph is confusing. It doesn't define subjects well nor setting, events or time.

-It is not interesting.

Score F

-Writing is a small group sentences that can not be understood because of structural errors and spelling of words.

-Grammatical and spelling errors stop the reader from reading the second or third line.

-Ideas are unclear and sentences are incomplete.

-Opening paragraph can be the whole writing.

-It is boring and hard to read.

Written Samples

Written samples at the 0181 level should have the following characteristics:

1. Verbs in the present, past and future should be correct in form and usage. There should not be more than 3 mistakes.

2. High frequency words should be spelled correctly. There should not be more than 3 mistakes in the spelling of high frequency words.

3. A variety a sentence structures should be used including simple sentences, compound sentences and complex sentences. Sentences should include adverbs, adjectives and prepositional phrases.

4. A variety of vocabulary should be used, including some specific vocabulary.

5. Ideas should be developed clearly. The composition should be coherent.

6. There should be a capital letter at the beginning of sentences and a period at the end. There should be no more than three mistakes in this area.

7. There should not be frequent mistakes in basic grammar, e.g. lacking the -s for plural nouns, wrong word order, omitting the subject in "it" as an expletive, omitting articles.

Note: Not meeting one of the criteria above does not necessarily mean that the paper is not 0181 level if the writing shows superiority in other areas.

APPENDIX L

PRE-TESTS' AND POST-TESTS' RESULTS

AND

STUDENTS' FINAL RESULTS

Table L1

Pre-tests and Post-tests Results

Students	Gr. Test1	Gr. Test2	Points of Improvement in Grammar	Wr.Test1	Wr.Test2	Points of Improvement in Writing
A	10	37	**27**	0	3	**3**
B	29	33	**4**	2	4	**2**
C	25	34	**9**	1	3	**2**
D	18	25	**7**	0	3	**3**
E	21	34	**13**	1	3	**2**
F	18	30	**12**	0	3	**3**
G	29	41	**12**	2	4	**2**
H	19	40	**21**	2	3	**1**
I	16	32	**16**	1	4	**3**
J	18	36	**18**	2	4	**2**
K	07	31	**24**	1	3	**2**
L	13	29	**16**	0	3	**3**
M	16	26	**10**	0	2	**2**
N	27	43	**16**	2	4	**2**
O	09	21	**12**	1	2	**1**
P	27	34	**7**	1	3	**2**
Q	13	31	**18**	2	4	**2**
R	23	25	**2**	0	4	**4**
S	11	35	**24**	1	3	**2**
T	10	10	**0**	0	2	**2**
Total	359	625	**268**	19	64	**45**
Percentage	35.9%	62.5%	**26.6%**	23.75%	80%	**56.25%**

Note. Scores from the grammar and writing post-tests as well as the ones from the reading journals and writing samples that appear in the researcher's checklist were considered by the instructor to give the students a final score in this way:

Grammar Scores:
50 – 40 = A
39 – 30 = B
29 – 20 = C
19 – 10 = D
09 – 00 = F

Writing Scores:
4 = A
3 = B
2 = C
1 = D
0 = F

Table L2

Final scores of the target group in ESL 0181

Students	Final Scores
A	**C**
B	**B**
C	**B**
D	**C**
E	**B**
F	**C**
G	**A**
H	**B**
I	**B**
J	**B**
K	**B**
L	**C**
M	**D**
N	**B'**
O	**C**
P	**B**
Q	**B**
R	**C**
S	**C**
T	**D**

Note. Only students M and T did not pass the course.

APPENDIX M

FIGURES

Figure M1

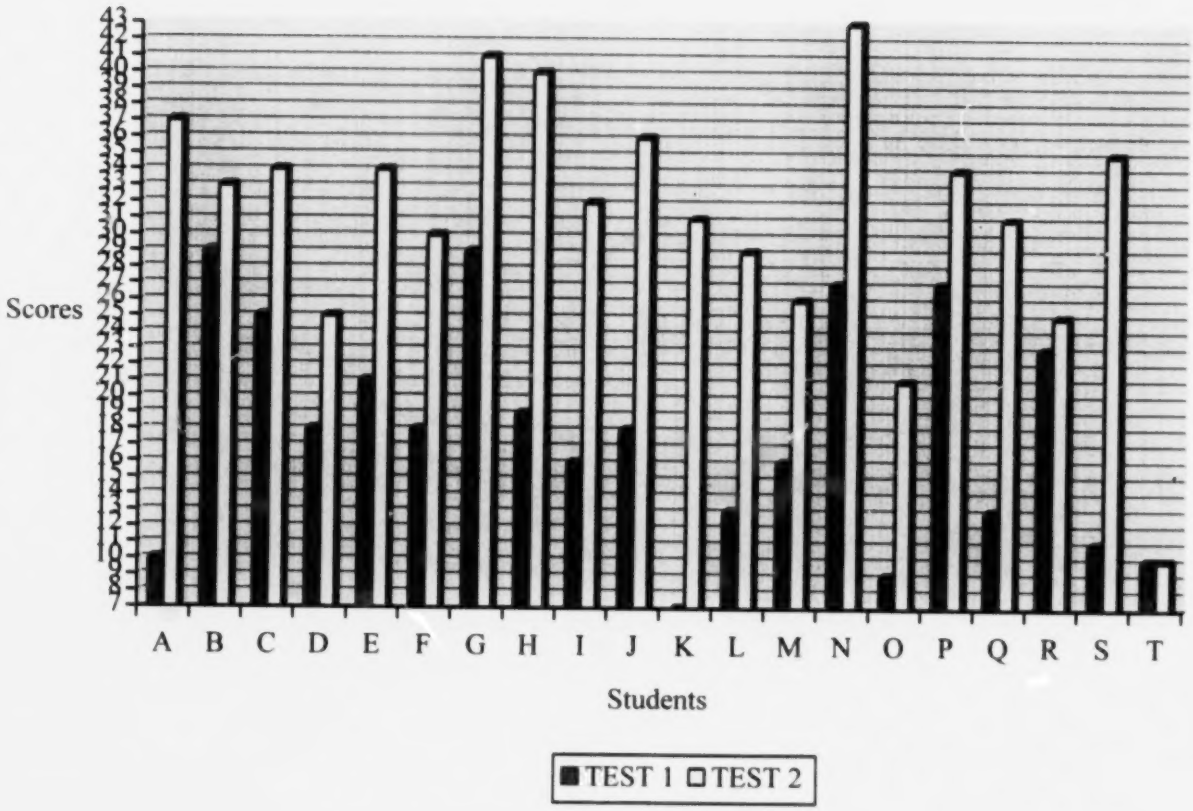
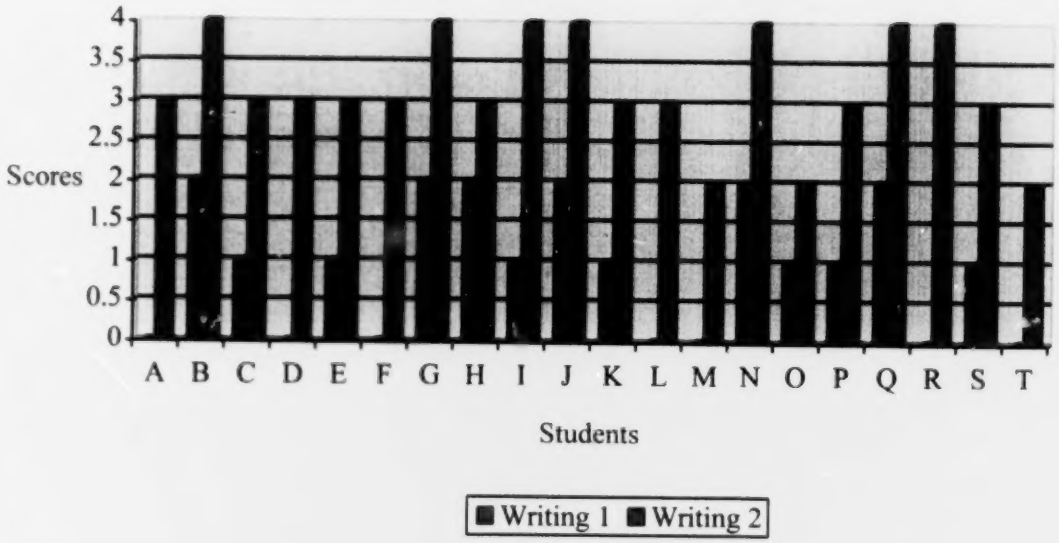
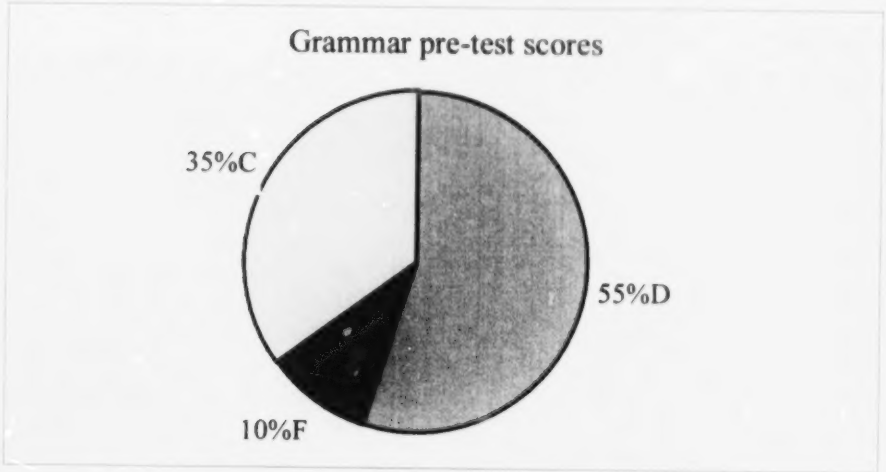
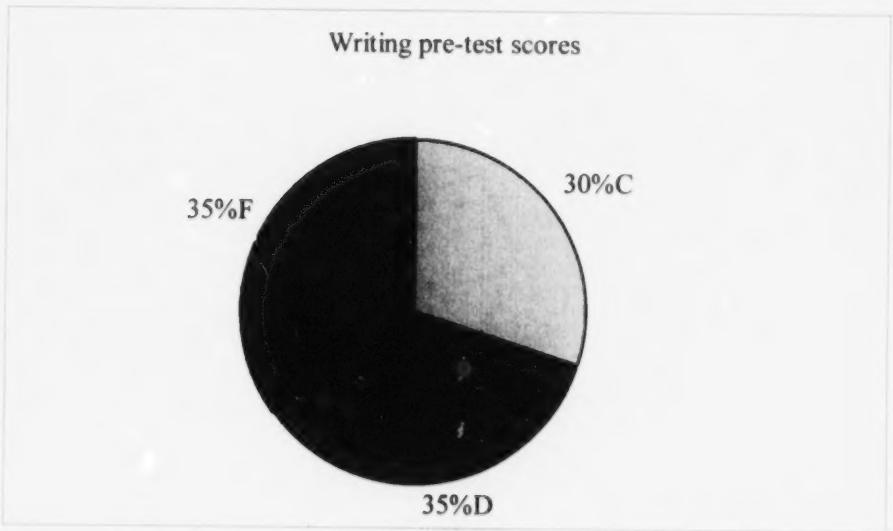


Figure M2

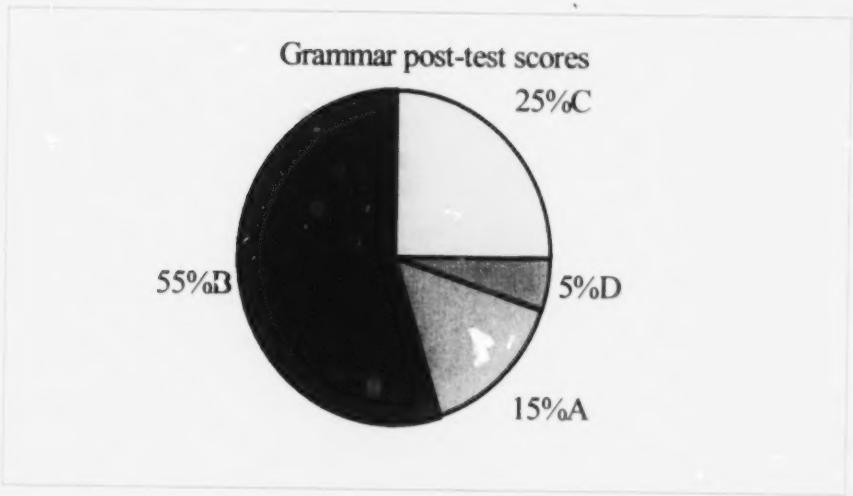

4
3.5
3
2.5
Scores 2
1.5
1
0.5
0
A B C D E F G H I J K L M N O P Q R S T
Students
Writing 1
Writing 2

Figures M3 & M4





Figures M5 & M6



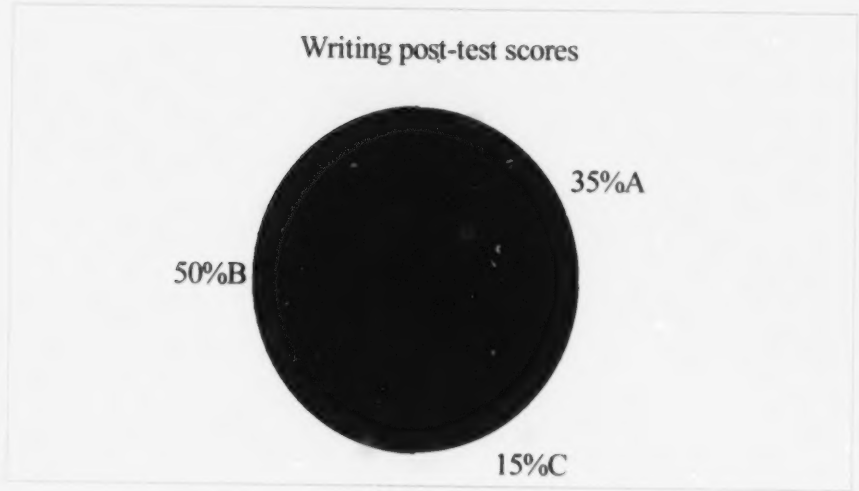


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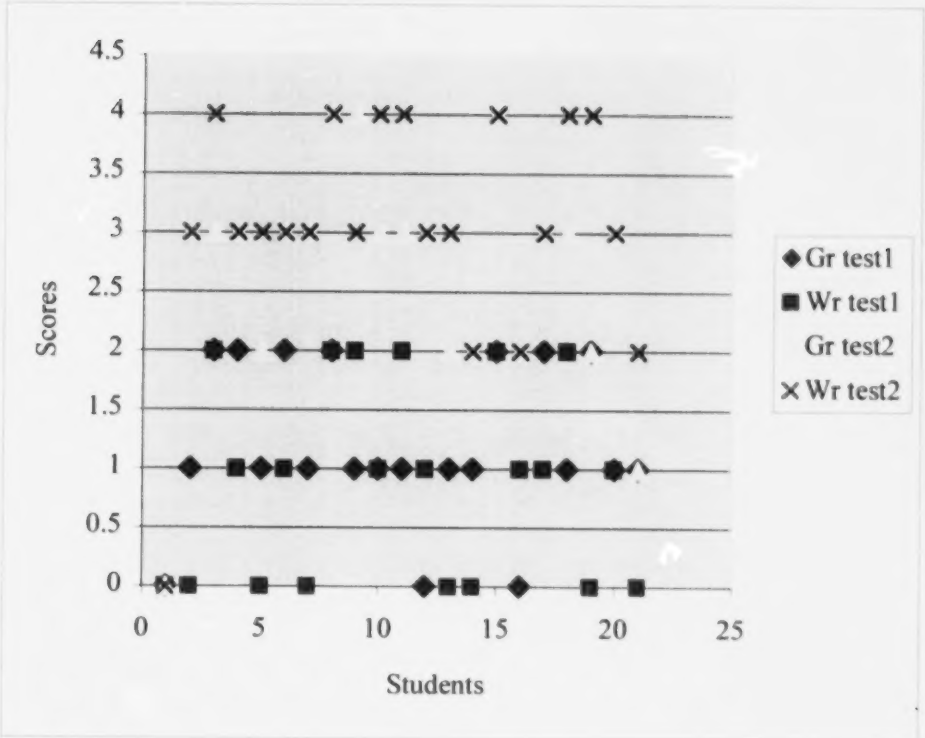
Figure M7


4.5
4
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Scores
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15
20
25
Students
Gr test1
Wr test1
Gr test2
Wr test2

Figure Captions

Figure M1. Comparison of grammar pre-test and grammar post-test scores of students in ESL 0181 in September and December 1998. Test 1 is the grammar pre-test and Test 2 is the grammar post-test.

Figure M2. Comparison of writing pre-test and writing post-test scores of students in ESL 0181 in September and December 1998. Writing 1 is the writing pre-test and Writing 2 is the writing post-test.

Figure M3. Percentages of the different scores ESL students obtained in a grammar pre-test in September 1998.

Figure M4. Percentages of the different scores ESL students obtained in a writing pre-test in September 1998.

Figure M5. Percentages of the different scores ESL students obtained in a grammar post-test in December 1998.

Figure M6. Percentages of the different scores ESL students obtained in a writing post-test in December 1998.

Figure M7. Correlation between pre-test grammar scores with pre-test writing scores and correlation between post-test grammar scores with post-test writing scores. Clusters of symbols imply correlation. Five out of 20 students showed correlation between the scores in the grammar pre-test and scores in the writing pre-test. Eleven out of 20 students showed correlation between the scores in the grammar post-test and the scores in the writing post-test.

APPENDIX N

A SAMPLE OF A STUDENT'S WRITING PRE-TEST

AND

RESEARCHER'S COMMENTS

A Student's Writing Pre-test

"Reflections On Learning English"

Learning English, English wasn't my favorite language, I hated so much. When I was in 4th grade I started with my first classes of this language, ~~I~~ Like I said before, I did not like it, I just passed my class and that was all I cared.
So since my fourth grade I have gotten english classes until 10th grade; In my tenth grade which is the grade before graduation I had English, after that I took french because it was a requirement in that country. I really liked french more than english, and it was more interesting and fluent than English.
But I never knew that I was going to come here so I never put that much effort to it, well I finally came here (U.S) about 4 ~~yr~~ and a half years ago and started taking some english classes at flipper high school while I was doing the g.e.d. But that wasn't helping me a lot in my english so I decided to go to high school. I enrolled my self to Nash H.S. which it had the E.S.O.L program, I took two english classes and the rest were like high school classes with rest of my friends are english speaker students.
Continue...

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try to comoniate with people that doesn't know so you can practice your speech and pronunciation, Writing write as much as you can, write to your friends on the internet or just write to yourself and then read it again to search for mistakes, Reading I think it is the most important field because reading open up your mind and makes you think in english, and that really improves the understanding skill

I believe that when a teacher follows a book and don't do anything else, the class becomes boering, and the students won't enjoy it as much as they want. Learning another language is not easy to everyone, so we must practice every day and put alot effort to it.

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A Student's Writing Post-test

"Reflections On Learning English"

There is a big difference between how the English is teach here and how it is in Colombia, First of all if you have really good economical status, you might Register yourselp into a bilingual school, which all the classes are teach in English exept the spanish class. All these bilingual school charge about four hundred dollar a month which it is three times more than what a middle class person makes in a month.
The rest of the schools private or public, they teach the basics, four hour in a week during the whole year, so I believe we learn just a quite of bit of the language, Just like American people learn spanish or other language here in high schools.

According to my own experience I think that learn another language is necessary to practice every day in all diffrent activities, for example Speaking

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Researcher's Comments

Student's B writing post-test is more fluent, interesting, and clear than his writing pre-test. There is improvement in organization and use of grammatical structures. However, the sample is not free of errors. The student improved in two points in the writing post-test compared to the writing pre-test according to the holistic rubric used in this study. (Appendixes K, p. 103 & L, p. 107) . On the other hand, the content of both samples reveals that the student-writer has experienced the benefit of learning grammar in context.

APPENDIX O

MATERIAL USED IN WEEK ONE

-Letter of consent
-Grammar pre-test (Appendix I, p. 96)
-Writing pre-test (Appendix J, p. 100)
-Paragraph Analysis One (simple present)

September 22, 1998

Dear student,

I am glad to have the opportunity of doing my Practicum with you during this term. The action research for my major in TESOL will develop an implementation in grammar during ESL 0181 with authorization from the ESL department of BCC.

Since I need hard statistical data to evaluate your progress during the implementation, I ask for your consent to obtain your scores in the ESL program.

A practicum study that assesses the benefits of an implementation withholds all names. Subjects and institution can not be identified directly or indirectly. If you consent to my petition, please sign below this letter.

Yours sincerely,

Zoila Clark

Zoila Clark
Graduate student
Nova Southeastern University

Myrlande Pleummond

MUSTAFA ALZadgally

Mone Petronin

Melissa Fuganti

Joanna Partridge

DAYLI EXPOSITO

Vitelio Sevillano

Adi Pelerski

EUSEBIO DOUGLAS

Darla Charlton

Gloria Lopez

Ismil I

Angi Marea Borrero

Haydan Salchi

Alexandra Prop-2

Paola Fernandez

YARIN BAHAR

Jenny Cuba

Roseline Vildent

Violette Fondon

Jar-Varela

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Paragraph analysis 1

The Rainmaker (Extract)

I. READ

I walk a few blocks to the Sterick Building, the first tall building in Memphis, and now the home of hundreds of lawyers. I chat with a few secretaries and hand over my resumes. I'm amazed at the number of law offices that employ moody and even rude receptionists. Long before we get around to the issue of employment, I'm often treated like a beggar.

II. READ THE FIRST TWO SENTENCES AGAIN

1. How many actions are mentioned? _____

2. Is there a sequence of events? _____

3. What is the purpose of these two sentences?

_____

III. READ THE REST OF THE PARAGRAPH

1. What is Rudy's state or condition?

_____

2. Is it a law office usual policy to employ moody and rude receptionists?

_____

3. How do you feel after reading this paragraph?

_____

4. How did the author make you feel that way?

_____

IV. THE VERBS IN THE FOLLOWING SENTENSES ARE UNDERLINED.

WHAT DO THEY EXPRESS?

1. Rudy has a friend called Booker.	a. habitual and recurrent action.
2. Secretaries treat Rudy like a beggar.	b. timeless truth/general relationship.
3. The sun doesn't go around the earth.	c. permanent state.

Adapted from: The Rainmaker by J. Grisham's (p. 94-95) .

APPENDIX P

MATERIAL USED IN WEEK TWO

-Paragraph Analysis Two (present progressive & simple present)
-Gap Information Worksheet (simple present & adverbs of frequency)

Paragraph analysis 2
The Rainmaker (Extract)

I. READ

...The reception area is designed on the same lines as a welfare office_well-worn tile floor, thin layer of dirt on said floor, cheap seats, flimsy paneled walls, amazing assortment of torn magazines. She, Dru, the secretary, is typing away and answering the phone at the same time. It rings a lot, and she is very efficient, often able to continue typing rapidly while chatting with clients.

II. ANSWER

1. What is the writer's intention in this paragraph?

---

2. How are the floor, the seats, the walls, the magazines, and secretary?

---

3. What is the grammatical name of the words you used to answer question 2?

---

4. What is Dru doing at the reception right now?

---

5. What are the similarities and differences of these two sentences?

a). Dru is typing and answering the phone at the same time.
b). Dru is typing while answering the phone.

---

6. What are "and" and "while" used for?

---

7. Which "ing forms" are verbs?

_____

8. What do these sentences express?

a). Rudy isn't eating enough these days because he is nervous about the Bar exam	1. A temporary habit, different from usual.
b). Charlene is not eating now because she is full.	2. A normal habit.
c). The telephone rings a lot at the reception area.	3. An action in process. It is happening now.
d). Dru is very efficient.	4. Permanent state.

III. COMPLETE

1. Sentences _____and _____are in Present Progressive or Present Continuous because these sentences express_____

_____

2. Sentences _____and _____are in Simple Present because they express_____

IV. IDENTIFY

The paragraph in part I is written in Present Tense. Underline the verbs in Present Progressive and circle the ones in Simple Present.

Adapted from: The Rainmaker by J. Grisham's (p. 167) .

Gap Information Worksheet

Student A

Work with a partner. Ask and answer questions to find the missing information in the following table.

At...	She usually:	At...	She usually...
	wakes up		gets home
	has a shower		takes her dog for a walk
			has a cup of tea and reads the newspaper
	has breakfast – usually _____		has dinner
	drives to work		telephones her _____
			watches the News on television
	has lunch – usually at an Italian restaurant		goes to bed
	starts work again		reads for a while
	finishes work		falls asleep

Taken from: Grammar Games & Activities by P. Watcyn-Jones (activity 40) .
Fotocopiable material

Student B

Work with a partner. Ask and answer questions to find the missing information in the following table.

At...	She usually:	At...	She usually...
	wakes up		gets home
	has a shower		
	gets dressed		has a cup of tea and reads the newspaper
	has breakfast – usually tea and toast		
			telephones her father
	starts work		watches _____ on television
	has lunch – usually at _____		goes to bed
	starts work again		
	finishes work		falls asleep

Taken from: Grammar Games & Activities by P. Watcyn-Jones (activity 40) .
Fotocopiable material

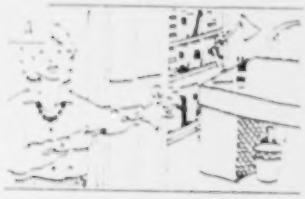
APPENDIX Q

MATERIAL USED IN WEEK THREE

-Sentence Analysis One (simple present & present progressive)
-Sentence Analysis Two (rewriting sentences)
-Student Progress Chart
-Grammar Quiz (simple present & present progressive)

Sentence Analysis 1

A Match each sentence with the correct picture, *a* or *b*.



Example:
—I study here.
I'm studying here.—

1 It cleans really well.
2 It's cleaning really well.

B Make questions for each of the answers using the words in brackets.

Example:
How long you work here How long are you working here? ? Not long; it's only a summer job.

1 (she speak Danish) _____ ? Yes, sometimes, with her parents.

2 (she speak Danish) _____ ? I guess so. I can't understand a word.

3 (Where you stay in Manchester) _____ ? Usually at the airport hotel.

4 (Where you stay in Manchester) _____ ? I'm not sure; I haven't checked the reservation.

5 (What time plane arrive) _____ ? Normally about 9.00.

6 (What time plane arrive) _____ ? About 8.00 tonight, I think.

Adapted from: Help With Grammar 1 by W. Forsyth & S. Lavender (p. 12) .

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Sentence Analysis 2: Rewriting Sentences

Find out what is wrong with these sentences and rewrite them:

1. I remembered when I first started high school here in the United States.

2. When I came first time here, I didn't know anything about English.

3. When I relocated to USA, I thinking that is neccesary to learn English.

4. I started learning English since 1997.

5. I was 11th when I started study English.

6. I start English in my country when I was in the school thier.

7. I think go to school is the best way for me.

8. Learn English is so hard as any other language.

9. I had learned Englis about two years before I came the USA.

10. When I first started to learned English was in X.

11. I took few English classes before I come here.

12. "English"…a language I never imagined I have to learn.

13. During my years in high school I started to have the cability of the way I speak to reflect the way I write.

14. Almost all the countries in the world keeping English as a second language.

15. I started to study English at the 4th grade.

16. English wasn't my favorite language, I hated so much.

17. When I came to USA 4 years ago, I realized that the most important thing to do was learn English.

18. When I started learning English, it was four years ago.

19. In X they taugh me english two hours a day and I was studying these for 6 years.

20. In X, we all start to learn English in the forer grade.

Sentence Analysis 2: Rewriting Sentences

1. I remember when I started high school in the United States.

2. When I first came here, I didn't know how to speak English.

3. When I relocated to the U.S. , I realized that it would be necessary to learn English.

4. I began learning English in 1997.
   I have been studying English since 1997.

5. I was eleven years old when I started studying English.

6. I studied English at school in my country.

7. I think that going to school is in my best interest.

8. Learning English is just as difficult as learning any other language.

9. I had studied English two years prior to coming to the U.S.

10. I first started learning English in X.

11. I took a few English classes before I came here.

12. "English was a language I never imagined I would have to learn.

13. While in high school, I learned how to make my speech reflect my writing skills.

14. Almost all of the countries of the world use English as a second language.

15. I started studying English in the fourth grade.

16. English was not my favorite language.

17. When I came to the U.S. four years ago, I realized that the most important thing for me to do was to learn to speak English.

18. I started learning English four years ago.

19. In X, I studied English two hours per day for six years.

20. In X, I began to learn English in the fourth grade.

PROGRESS CHART

J #	CORRECTION	MEANING-USE	LOOK FOR

ESL 0181 GRAMMAR QUIZ

NAME: _____ DATE: _____

I. LOOK AT THE PICTURES AND COMPLETE THE BUBBLES USING THE WORDS IN BRACKETS:

II. PUT THE VERB IN PRESENT CONTINUOUS OR IN SIMPLE PRESENT

1. Don't put the dictionary away. I_____(use)it.

2. Air_____(consist)mainly of nitrogen and oxygen.

3. I can't understand why_____(be-he)so selfish. He isn't usually like that.

4. I_____(think)of selling my car. What do you think?

5. My sister_____(sleep)with me these days; her bed is broken.

6. Kate usually_____(study) in the evenings.

7. Who is that man? Why _____(look-he) at us?

8. Where_____(live-she)? I'd like to be her friend.

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III. IMAGINE YOU ARE AT HOME LOOKING THROUGH YOUR WINDOW: DESCRIBE WHAT YOU SEE AND WHAT IS GOING ON. YOU KNOW THESE PEOPLE SO SAY SOMETHING ABOUT THEIR DAILY LIVES.

Adapted from: English Grammar in Use by R. Murphy (p. 9) .

APPENDIX R

MATERIAL USED IN WEEK FOUR

-Sentence Analysis Three (present perfect)
-Graphic Organizer (verb tenses)

Sentence Analysis 3: Can You Work It Out?

I. UNSCRAMBLE THESE WORDS

1. past-Donny Ray-Dot-bed-hasn't-out-days-been-for-of-the-two-says

_____

2. Judge Hale-decided-that-wouldn't-when-was-I-mention-I-driving

_____

3. has-settle-the-made-insurance-to-an-company-offer

_____

4. bone-needed-year-Donny Ray-a-last-transplant-mare

_____

II. DO THE SENTENCES ABOVE TELL YOU

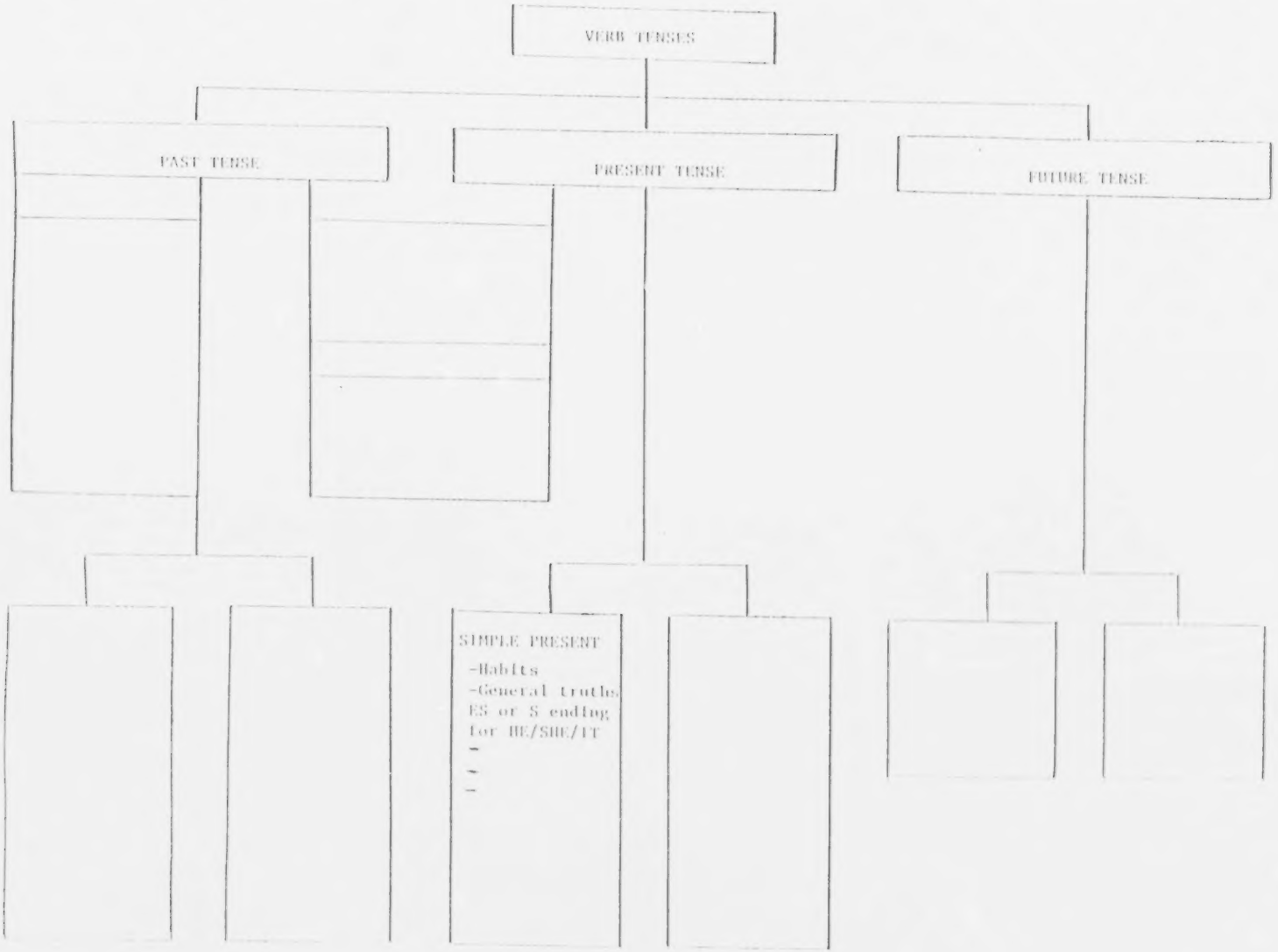
1. When exactly Donny Ray started to remain in bed? _____
2. How long Donny Ray has been in bed? _____
3. If Donny Ray is still in bed? _____
3. When the insurance company did such an offer? _____
4. If Donny Ray doesn't need a transplant anymore? _____

III. COMPLETE THE SENTENCES USING PHRASES FROM THIS BOX:

wrote interesting since 1990	stories	Simple past
in 1990	has written interesting stories	Present perfect

1. Booker and Charlene **has been** married _____
2. Booker and Charlene **got** married _____
3. John Grisham' s _____
4. William Shakespeare _____
5. _____ is used to talk about an action that started in the past and continues up to the present A length of time can sometimes be emphasized.
6. _____ is used to talk about a past event with a present result without mentioning when it happened.
7. _____ is used to talk about an event that happened at a specific time in the past.

Adapted from The Rainmaker by J. Grisham's (p. 277) .


VERB TENSES
PAST TENSE
PRESENT TENSE
FUTURE TENSE
SIMPLE PRESENT
-Habits
-General truths
ES or S ending
for HE/SHE/IT
-
-
-

APPENDIX S

MATERIAL USED IN WEEK FIVE

-Paragraph Analysis Three (important terms)
-Sentence Analysis Four (future ideas)

Paragraph Analysis 3: Identifying Important Terms

Knowledge of some grammatical terms will help you understand grammar books, and use them as reference when trying to revise your pieces of writing. Remember you will not always have somebody to check your papers before you hand them in to your professors.

Some terms will be defined below. Add at least three more examples to each category taken from The Rainmaker p. 192

1. **Noun**: A word that describes a person, place, or thing.
   Examples: **Mary, teacher, Los Angeles, love**, _____
   _____

2. **Pronoun**: A word that replaces a noun in a sentence.
   Instead of saying: The boy read the books.
   We can use pronouns: **He** read **them**.

   Subject Pronouns do the action. Examples: He, we, you, she_____
   _____

   Object Pronouns receive the action. They are usually after the verb. Examples: Him, us, you, _____
   _____

3. **Subject**: The noun or pronoun that performs an action. The subject expresses the topic of the sentence-who or what the sentence is about.
   Examples: **The boy** read the books.
   One of the students comes in late everyday.
   _____
   _____
   _____

4. **Adjective**: A word that describes a noun.
   Examples: A **big** car.
   The boy is **afraid**.
   _____
   _____
   _____

5. **Verb**: A word that tells you something about the subject of the sentence. It also tells you when the action happens.

Examples: The boy **ran** quickly.
The boy **is** afraid.

6. **Adverb**: A word or group of words that describes a verb or adjective. Most of them end in "ly" .
Examples: The boy run **quickly**.
It is **very** hot.

7. **Articles**: A word that indicates nouns.
Examples: **The** boy is swimming. (We all know who that boy is. We could Have mentioned his name).
A boy is swimming. (Only one boy is swimming. We don't know who the boy is).

8. **Preposition**: It relates words and can indicate position, manner and other aspects. Some verbs always go with certain prepositions.
Examples: I come **by** bus.
I listen **to** the radio **at** night.

9. **Gerund**: A verb that functions as a noun and end in "ing".
Example: **Swimming** is good exercise.
I like **reading** and **watching** t.v.

Adapted from: Teaching ESL Composition by D. Ferrys & J. S. Hedgcock (p. 217) .

Sentence Analysis 4: Expressing Future Ideas

I. There are many different ways of referring to the future. Analyze the following sentences and say which way is the most appropriate and why.

1. Could you ring the cinema and find out what time the film begins / shall begin?
2. Nuclear waste will continue / is continuing to damage the environment for years to come.
3. We'd better book the hall for the party. They say it rains / is going to rain tomorrow.
4. I'm afraid I'm tied up this afternoon – I will play / am playing tennis with Graham.
5. I've bought some cement because I am going to mend / will mend the wall.
6. I really can't decide which coat I like best. I know what – I'll take / am taking them both.
7. Your car won't start / isn't going to start. There isn't any petrol.
8. I was writing / was going to write to you but I couldn't find your address.
9. That case looks heavy. Hold on and I'll give / am giving you a hand if you like.
10. There's someone at the door. That is going to be / 'll be John.
11. Now remember you are not firing / are not to fire until you receive the order.
12. Just think. This time next week we'll be sitting / will sit on the plane on our way home.
13. I am seeing / was seeing Sally tomorrow but she has had to go to New York.
14. The Palace have announced that the Prince and the Princess shall separate / are to separate.
15. You can come and collect it on the 17th – I will have finished / finish by then.
16. Oh, it's no trouble to post the letter. I'll be going / am to go past the Post Office anyway on my way to work.
17. We're having a small celebration for Mr Merry: on Friday he will have been working / will be working for us for 25 years.

II. Identify the sentences that illustrate these points:

1. Simple Future Be + Going to:
   a) Be + Going to - plans & previous decisions _____
   b) Be + Going to - predictions based on some evidence: _____
   c) Be + Going to - future in the past: _____

2. Simple Future Will:
   a) Will - predictions _____
   b) Will - spontaneous decisions and offers _____

3. Present Simple:
   a) Timetables _____

4. Present Progressive: _____
   a) Previous arrangements for a near future. Be + Going to
      Is also possible. _____

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5. Future Progressive:
   a) An action in process _____

6. Future Perfect:
   a) Prediction of a completed action _____

7. Future Perfect Progressive:
   a) Prediction of the duration of an action _____

8. Infinitive:
   a) Formal orders _____

9. Past Progressive:
   a) Changed plans or arrangements _____

III. What plans do you have for the future? What things will be going on in your life? What predictions can you make? Write about your future expectations and dreams.

Adapted from: Proficiency Masterclass by K. Gude & M. Duckworth (p. 189).

APPENDIX I

MATERIAL USED IN WEEK SIX

-Crossword and Jumble (review of verb tenses)
-Paragraph Analysis Four (articles)

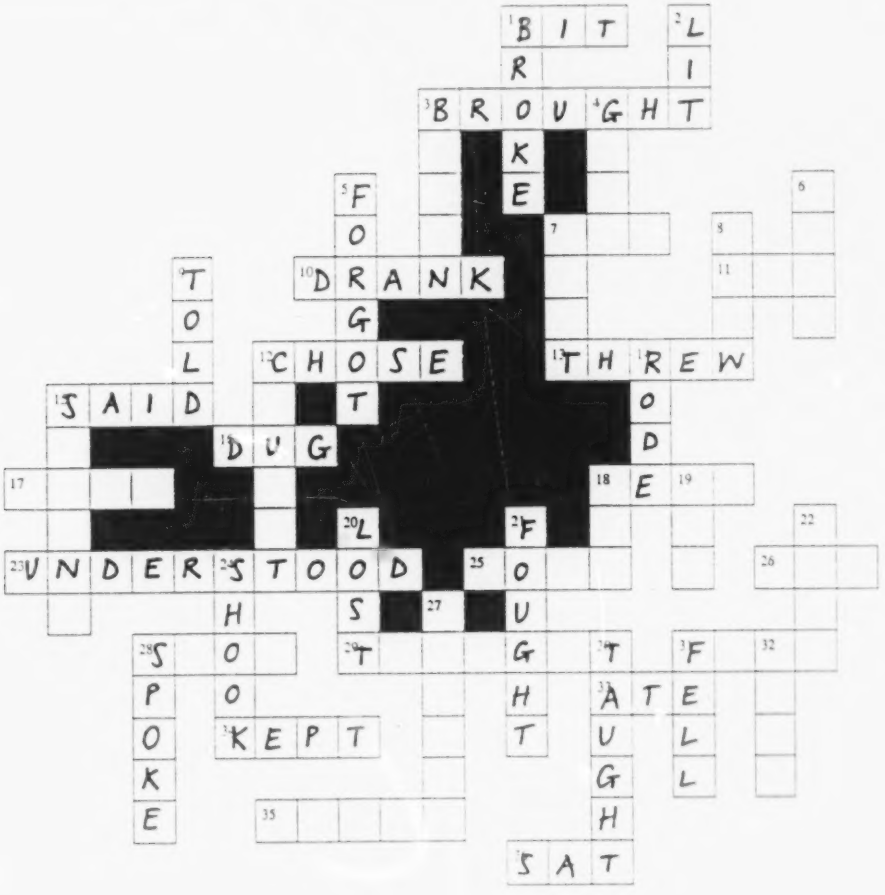
Crossword

Work in groups A and B. You are A.

The crossword below is only half filled in. Group B also have a crossword that is only half filled in. Take it in turns to ask what the missing verbs are.

You can ask, for example, **'What's 7 across?'.**

When you answer, answer like this: **'It's the past tense of (bring).'**



Taken from: Vocabulary Activities & Games by P. Watcyn-Jones
Fotocopiable material

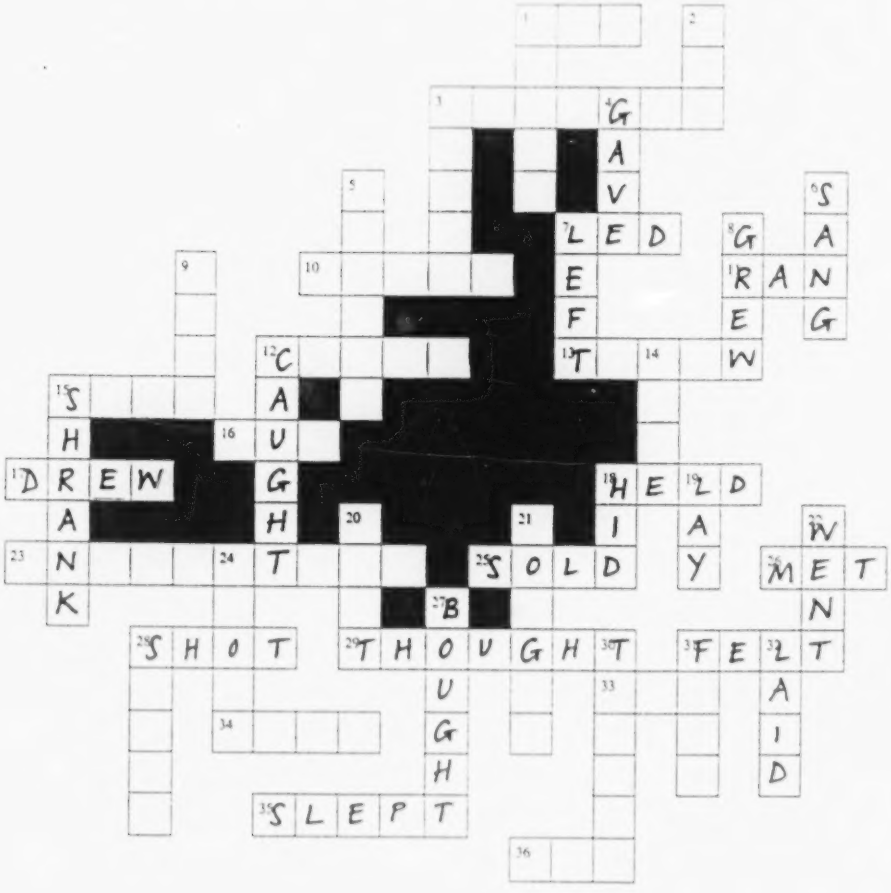
Crossword

Work in groups A and B. You are B.

The crossword below is only half filled in. Group A also have a crossword that is only half filled in. Take it in turns to ask what the missing verbs are.

You can ask, for example, **'What's 3 across?'**,

When you answer, answer like this: **'It's the past tense of (begin).'**



Taken from: Vocabulary Activities & Games by P. Watcyn-Jones
Fotocopiable material

Jumble

What is the past participle of these verbs? Some letters are written in to give you hints.

SEND	SING	LIGHT	FIGHT	EAT
WEAR	CHOOSE	MAKE	HIDE	DRINK

___ H ___ ___ ___ ___

___ ___ ___ ___ N

___ O ___ ___

___ E ___ ___

___ ___ ___ E

___ I ___

___ ___ D ___ ___ ___

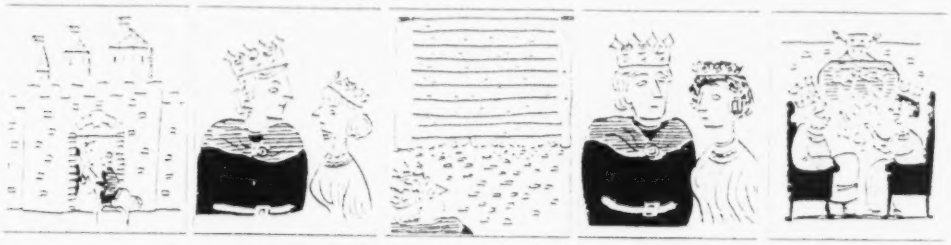
___ ___ ___ G ___ ___

___ ___ U ___ ___

___ ___ ___ G

Paragraph Analysis 4

I. LOOK AT THE ILUSTRATIONS PREDICT WHAT THE STORY WILL BE ABOUT



II. READ THE STORY WRITTEN BY A STUDENT LAST YEAR.

One day, young prince arrived at castle of King Ottar and fell in love with king's youngest daughter, who was very beautiful. "You can only marry my daughter," said king, "if you can recognize her, and you must marry woman you choose." "That's easy, said prince, and King Ottar put all his daughters behind wall and had space at bottom, so prince could only see seven pairs of feet, and feet all looked same. Suddenly, one of feet moved and so prince said "That is woman I love."

Unfortunately, it was not; it was King Ottar's eldest daughter who was not at all beautiful, but prince had to marry her. In fact, she was extremely intelligent and had good sense of humor, so that very soon prince did fall in love with her and they lived happily ever after.

III. NOTE DOWN YOUR RIGHT GUESSES

_____

_____

_____

IV. ANSWER

1. What is the moral of this story?

   _____

2. What is your opinion about the story's content as well as the written style?

   _____

   _____

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3. What kind of words did the writer omit and what are they called?

_____

4. Do you think those words are important? Explain

_____

V. FILL IN THE BLANKS TO IMPROVE THIS PIECE OF WRITING

One day 1 _____ young prince arrived at the castle of King Ottar and fell in love with the king's youngest daughter, who was very beautiful. 'You can only marry my daughter,' said 2 _____ king, 'if you can recognise her, and you must marry the woman you choose.' 'That's easy,' said the prince, and King Ottar put all his daughters behind 3 _____ wall that had 4 _____ space at 5 _____ bottom, so 6 _____ prince could only see seven pairs of feet, and the feet all looked 7 _____ same. Suddenly, one of 8 _____ feet moved and so 9 _____ prince said 'That is 10 _____ woman I love.'

Unfortunately, it was not; it was King Ottar's eldest daughter who was not at all beautiful, but the prince had to marry her. In fact, she was extremely intelligent and had a good sense of humour, so that very soon the prince did fall in love with her and they lived happily ever after.

V. CAN YOU WORK IT OUT?

a

1 Would you pass me a bottle, please?

2 Would you pass me the bottle, please?

b

B Look at the pictures again and write the letters in the correct space in these sentences.

1 In picture _____ it is clear which one they are talking about.

2 In picture _____ it is not clear which one they are talking about.

Adapted from: Help With Grammar 1 by W. Forsyth & S. Lavender (p. 36-37) .

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APPENDIX U

MATERIAL USED IN WEEK SEVEN

-Paragraph Analysis Five (review past forms)

Paragraph Analysis 5
The Rainmaker (Extract)

I. READ

My best friend in college was Craig Balter. We roomed together for two years. I was in his wedding last year. Craig had one goal when we started college, and that was to teach high school history. He was very bright and college was too easy for him. We had long discussions about what to do with our lives. I thought he was shortchanging himself by wanting to teach, he' d get angry when I compared my future profession with his. I was headed for big money and success on a high level. He was headed for the classroom, where his salary was subject to factors out of his control.

II. ANSWER

1. How did Rudy and Craig spend their college years?

_____

_____

2. What was Craig planing to do after college? Do you think he was thinking about it for a long time?

_____

3. What was the difference between Rudy and Craig?

_____

4. Is Craig Rudy' s best friend now?

_____

5. Do you think Rudy commented on their future plans many times?

_____

6. What tense did the writer used to talk about these past events?

II. UNDERLINE ALL THE PAST FORMS YOU CAN FIND IN THIS PARAGRAPH.

1. What is the meaning of these two sentences?

   a). Craig **would get** angry when I compared my future profession with his.
   b). Craig **used to** get angry when I compared my future profession with his.

---

2. Read the following sentence and write down what made Rudy go for big money and success on a high level.

   Rudy **was headed** for big money and success on a high level while Craig **was headed** for a fixed salary.

---

3. The passive construction used in the sentence above is called_____

4. What is the difference between these two sentences?

   a). The law school **placed** a great emphasis on the subject of ethics.
   b). A great emphasis **was placed** on the subject of ethics by the law school.

III. CLASSIFY THESE VERBS IN THE CORRECT CATEGORY

CHOSE-FORGET-DRAW-THREW-EATEN-LIGHT-SHAKE-DUG-BIT

PRESENT	PAST	PAST PARTICIPLE

Adapted from: The Rainmaker by J. Grisham (p. 192) .

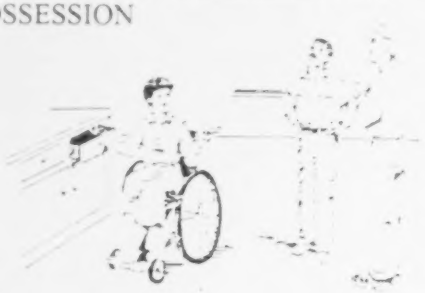
APPENDIX V

MATERIAL USED IN WEEK EIGHT

-Paragraph Analysis Six (sentence combining & possessives)

Paragraph Analysis 6

I. READ THE FOLLOWING PARAGRAPH AND THEN UNDERLINE ALL THE STRUCTURES THAT EXPRESS POSSESSION



(1) Last week Anita and Jerry went looking for their first house. (2) Jerry's cousin is a real estate agent. (3) He took them to see his new list of houses for sale. (4) First, he showed them pictures of each house. (5) Then he took them to see each house on his list. (6) The first two were moved. (7) Jerry liked the garden of the condo while Anita liked the kitchen of the last place they visited. (8) At the end of the day, Jerry's feet were tired and Anita's patience was gone. (9) The excitement from the earlier part of the day was replaced by a desire to return to a house that was already theirs.

II. COMBINE THE FOLLOWING SENTENCES

Example: My car is old. My sister's car is new.
My car is old but my sister's is brand new.

1. George's eyes are blue. Ellen's eyes are blue.

_____

2. Arthur studied the theories of Einstein. I studied the theories of Einstein.

_____

3. Our new book is very interesting. It is Grisham's last Best Seller.

_____

4. Reading is a good habit. Writing is a good habit. Analyzing is a good habit.

_____

5. Burglars broke into my aunt's house yesterday. They used a master key.

_____

6.Mr. Gordon demands the best from all the players. He is my baseball coach.

_____

Adapted from: Grammar Dimensions 3 – Wk by K. Flynn (p. 145) .

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APPENDIX W

MATERIAL USED IN WEEK NINE

-Paragraph Analysis Seven (count/non-counts & demonstratives)

Paragraph analysis 7

A Complete the poem using the words in the box.

is	are	a	much	many

LIVING IN PARADISE

There ___is___ 1 _____ place across the ocean
Where there 2 _____ sand for miles and miles.
There 3 _____ people playing music
And everybody smiles.

You don't need to have 4 _____ money
And you don't need 5 _____ clothes.
There 6 _____ n't very 7 _____ work to do:
Just watch as the ocean rolls.

There 8 _____ space for all who want to come
And as 9 _____ food as you can eat.
There 10 _____ fruit on the trees, and the fish in the sea
Will cook on 11 _____ stone in the heat.

There 12 _____ a lot of time to sit,
Your peace 13 _____ quite assured
In the place where there 14 _____ no problems
Except that everyone is bored.

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Circle the demonstratives in these sentences. Then draw an arrow indicating what each one refers to. The first sentence has been done for you as an example.

1. Many people left the play early. This made the actors angry.
2. Let me make this clear. No cheating!
3. These students are excused from the final exam: Robert Gonzales, Hosein Arifpour, and Carla Arnold.
4. The manager stated that he had received several expense reports that were not filled out correctly. These will be returned.
5. Louise said that she left her job because she wanted more free time. That doesn't sound correct to me.
6. These practices will be stopped immediately: Taking long lunch breaks and leaving early.
7. Smith will write the report and Wilson will wordprocess it. Those are your assignments.
8. Our salaries will be reduced 5 percent. I don't like that.

Adapted from: Help With Grammar 1 by W. Forsyth & S. Lavender (p. 16).
Grammar Dimensions-Wk by K. Flynn (p. 140).

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APPENDIX X

MATERIAL USED IN WEEK 10

-Paragraph Analysis Eight (parts of speech)
-Paragraph Analysis Nine (past Perfect tense and other verb tenses)

Paragraph Analysis 8

I. READ THE FOLLOWING PARAGRAPH TO GET ONLY THE MAIN IDEA

Dot and I hug each other gently. I (1)_____my sympathy by simply saying that I'm (2)_____, and she thanks me for coming. Her (3)_____are red but I sense that she's tired (4)_____crying. She waves at all the food and (5)_____ me to help myself. I leave her with (6)_____group of ladies from the neighborhood.

I'm (7)_____hungry. I fill a large paper plate (8)_____chicken and baked beans and coleslaw, and (9)_____ to the tiny patio, where I eat (10)_____solitude. Buddy, bless his heart, is not in (11)_____ car. She has probably (12)_____him in the bedroom, where he can't embarrass (13)_____ .

I eat (14)_____, and listen to the quiet chatter (15) _____from the open windows of the kitchen (16)_____ den. When my plate is empty, I fill (17)_____ for the second time and again hide (18)_____the patio.

I'm soon joined by a (19)_____man who looks oddly familiar. "I'm Ron Black," he says, (20)_____in the chair next to mine. "The twin." He is lean and fit, not (21)_____tall.

II. FILL IN THE BLANKS WITH ANY WORD YOU CONSIDER APPROPRIATE FOR EACH SPACE.

III. IDENTIFY THE GRAMMATICAL CATEGORY OF EACH WORD, USING THE CONTEXT

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____

IV. DIFFERENT WORDS OF THE SAME CATEGORY CAN BE APPROPRIATE. CHECK YOUR GUESSES ON PAGE 394 OF THE RAINMAKER.

Adapted from: The Rainmaker by J. Grisham's (p. 394) .

Paragraph Analysis 9

FOLLOW THE INSTRUCTIONS CAREFULLY AND BE READY TO EXPLAIN WHY YOU CHOSE TO USE A CERTAIN VERB TENSE IN EACH CASE

A. Rewrite the incorrect sentences.

1. While I was waiting for you to call, I was deciding to wash my hair, so now it's still wet.

_____

2. Tina wanted to go to the movies but by the time she had finished her work, her friends left.

_____

3. We've often left him alone in the park, and he has never run away before.

_____

4. The Boyce family will only be here until Janice returned from Europe.

_____

5. We're going to be seeing them next week, so I can ask them to call you.

_____

B. Complete the passage with the correct form of the verb in parentheses.

I _____ (1. never be) interested in sports but I _____ (2. be) very excited 9 years ago when I _____ (3. get) a chance to meet Mohammed Ali. I _____ (4. always, consider) him a personal hero of mine even though I _____ (5. never see) him box. I _____ (6. hate) boxing then and I _____ (7. hate) boxing today. I just _____ (8. not understand) the romance of watching two grown men _____ (9. hit) each other. At any rate, when I _____ (10. teach) at Columbia in the 1980's I _____ (11. take) every class of mine on a walking tour of Harlem. I always _____ (12. end) the tour at Patsy's. It _____ (13. be) the best soulfood restaurant in New York and it still

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_____ (14. be). One day I _____ (15. finish) a tour and we

_____ (16. have) lunch when Mohammed Ali _____ (17. walk) into the

restaurant.

C . **Write a logical, grammatical sentence with the phrase in parentheses. (5 points each)**

18. (everyday last year) _____

19. (a year from now) _____

20. (since) _____

D . Identify the verb tenses used.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Adapted from: Grammar Dimensions-Instructor's Manual by S. Thewlis (p. 59 & 71) .

APPENDIX Y

MATERIAL USED IN WEEK 11

-Paragraph Analysis 10 (writing an introductory paragraph)
-Paragraph Analysis 11 (verb tenses & parts of speech)

Paragraph analysis 10

The Alchemist (Extract)

I. READ

He run his fingers slowly over the stones, sensing their temperature and feeling their surfaces. They were his treasure. Just handling them made him feel better. They reminded him of the old man.

"When you want something, all the universe conspires in helping you to achieve it", he had said.

The boy was trying to understand the truth of what the old man had said. There he was in the empty marketplace, without a cent to his name, and with not a sheep to guard through the night. But the stones were proof that he had met with a king-a king who knew of the boy's past.

II. ANSWER

1. Who run his fingers slowly over the stones? How do you know it is the person you have in mind?

_____

2. Could a person that is not reading The Alchemist know who "the boy" is by only reading this paragraph? Why?

_____

III. READ AND COMPLETE

When you want a piece of writing to be clear and easy to understand, you can't start it by using personal pronouns (he, _____), object pronouns (him, _____), possessive adjectives like "his, _____" or the define article "the", in the first paragraph.

All these grammatical categories can be used once you have made clear your referents at the beginning of the paragraph. You identify your referents using proper names (_____)or nouns accompanied by adjectives (two stones, a _____ so that the reader has a clear picture of what is going on.

For example the story of the Alchemists starts telling you that the boy's name is Santiago and that he has a herd of sheep. Then the place and his activities are described in detail.

IV. REWRITE THE EXTRACT AS THE BEGINNING OF A STORY. ADD THE REFERENTS NEEDED AND ANY EXTRA INFORMATION YOU FIND NECESSARY TO MAKE IT CLEAR AND INTERESTING.

Adapted from: The Alchemist by P. Coelho (p. 42).

Paragraph analysis 11

The Alchemist (Extract)

I. FOLLOW THESE INSTRUCTIONS CAREFULLY:

1. Read this paragraph silently without filling in the blanks in order to get the main idea.
2. Fill in the blanks with any word you consider appropriate for each space.
3. Compare your answers with a partner.
4. Identify the grammatical category of each word using the context.
5. Check if it is possible to have different alternatives for each space as long as they belong to the same grammatical category.

The day was hot, and the wine was _____. The sheep were at the gates of the _____, in a stable that belonged _____ a friend. The boy _____ a lot of people in the city. That was what made _____ appeal to him – he _____ made new friends, and he didn't need to _____ all of his time with _____. When someone sees the same people _____ day, as had happened with him _____ the seminary, they wind up becoming a part of that _____ life. And then _____ want the person to change. If someone isn't what others want _____ to be, the others become _____. Everyone _____ to have _____ clear idea of how other people _____ lead their _____, but none about his or _____ own.

What words did you used to fill in the blanks?

Nouns: _____
Verbs: _____
Adjectives: _____
Subject Pronouns: _____ _____
Object Pronouns: _____
Possessives: _____
Prepositions: _____
Adverbs: _____
Articles: _____
Modals: _____
Gerunds: _____

II. COMPLETE THE NEXT PARAGRAPH USING THE INSTRUCTIONS ABOVE.THIS TIME YOU NEED TO USE THE CORRECT FORM OF THE VERBS

When I first _____(1.meet) Maria, we both _____(2.live) in the dormitory at school. I _____(3.notice) her because we always _____(4.eat) lunch at the same time and I _____(5.think) she was very attractive. One day, while we _____(6.have) lunch, _____(7.decide) to go and talk to her. I _____(8.study) very hard for a Spanish exam and _____(9.want) to ask her for some help. After we _____ (10.get) to know each other, she_____(11.admit) that she _____(12.notice) me in the cafeteria, too. On that day we _____(13.begin) a friendship that _____(14.last) for many years. Maria and I _____(15.celebrate) our 20th wedding anniversary this weekend. We _____(16.travel) around the world. I _____(17.already buy) the tickets.

What verb tenses did you used to fill in the blanks?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Adapted from: The Alchemist (p. 16) & Grammar Dimensions Instructor's Manual (p. 61).

APPENDIX Z

MATERIAL USED IN WEEK 12

-Sentence Analysis Five (order of adjectives)
-Post-grammar Test (Appendix I, p. 96)
-Post-writing Test (Appendix J, p.101)

Sentence Analysis 5

I. READ THE FOLLOWING SENTENCES

-In the kitchen there was a beautiful large round wooden table.
-My favorite young brother lives in a nice new house.
-A friend gave me a very colorful French painting.

II. ANSWER

1. What do these sentences have in common?

---

2. Analyze the order in which these aspects are mentioned before a noun:

AGE	NATIONALITY	MATERIAL
COLOR	SHAPE	SIZE
OPINION		

III. PUT THE WORDS IN BRACKETS IN THE CORRECT POSITION

Put the adjectives in brackets in the correct position.

1 a beautiful table (wooden / round) a beautiful round wooden table
2 an unusual ring (gold) .....
3 a new pullover (nice) .....
4 a new pullover (green) .....
5 an old house (beautiful) .....
6 black gloves (leather) .....
7 an American film (old) .....
8 a long face (thin) .....
9 big clouds (black) .....
10 a sunny day (lovely) .....
11 a wide avenue (long) .....
12 a metal box (black / small) .....
13 a big cat (fat / black) .....
14 a little village (old / lovely) .....
15 long hair (black / beautiful) .....
16 an old painting (interesting / French) .....
17 an enormous umbrella (red / yellow) .....

Adapted from: English Grammar in Use by R. Murphy (p. 197) .